

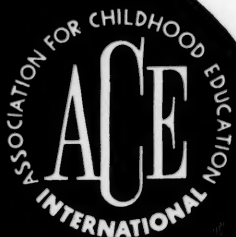
Childhood Education

Fundamentals

for Today's Children

Using Leisure Effectively

April 1959



EASTERN MICHIGAN COLLEGE
LIBRARY
YPSILANTI

BOARD OF EDITORS OF CHILDHOOD EDUCATION

ALBERTA L. MEYER, Chairman
Consultant, Division of
Audio-Visual Education
Public Schools
St. Louis, Missouri

MARGARET RASMUSSEN, Editor
1200 Fifteenth Street, N. W.
Washington 5, D. C.

MAX J. BERRYESSA
Assistant Professor of
Education
Brigham Young University
Provo, Utah

ROSE LAMMEL
Professor of Education
Wayne State University
Detroit, Michigan

CHARLOTTE STEINKKE
Teacher
Public Schools
Glencoe, Illinois

LUTIE CHILES
Professor of Education
William Jewell College
Liberty, Missouri

DORRIS LEE
Associate Professor of
Education
Portland State College
Portland, Oregon

LOIS BELFIELD WATT
Educational Materials Laboratory
Office of Education
Department of HEW
Washington, D. C.

GRACE DOLMAGE
Associate Professor of
Education
University of British Columbia
Vancouver, B. C., Canada

ELIZABETH C. LLOYD
Director of Teacher
Education and
Professional Standards
State Department of
Public Instruction
Dover, Delaware

BOOKS FOR ADULTS
ELIZABETH KLEMER
Associate Professor
San Diego State College
San Diego, California

HELEN EDGARD
Principal
Public Schools
Caddo Parish, Louisiana

ALBERTA LOWE
Associate Professor of
Education
The University of Tennessee
Knoxville, Tennessee

BOOKS FOR CHILDREN
ELIZABETH HODGES
Supervisor of Library
Services
Public Schools
Baltimore County, Maryland

JEAN HANSEN
Teacher
Public Schools
Tucson, Arizona

ALTA MILLER
Elementary Supervisor
Jordan School District
Sandy, Utah

AMONG THE MAGAZINES
LUCILE LINDBERG
Coordinator of
Student Teaching
Queens College
Flushing, New York

EUGENIA HUNTER
Professor of Education
Woman's College
University of North Carolina
Greensboro, North Carolina

WILLIAM H. KILPATRICK
Professor Emeritus of Education
Teachers College
Columbia University
New York, New York

JOHN H. NIEMEYER
President
Bank Street College of
Education
New York, New York

BULLETINS AND PAMPHLETS
HELEN COWAN WOOD
Consultant in
Elementary Education
Public Schools
Los Angeles County, California

ACEI EXECUTIVE BOARD

SARAH LOU HAMMOND, President
Florida State University
Tallahassee, Florida

NEVA ROSS, Vice-President
Representing Kindergarten
Northwest Missouri State
College
Maryville, Missouri

MARY TANNER
Secretary-Treasurer
Public Schools
Phoenix, Arizona

HAZEL GABBARD, Vice-President
Representing Nursery School
Office of Education
Department of HEW
Washington, D. C.

VERA COULTER, Vice-President
Representing Primary
Public Schools
Oregon City, Oregon

FRANCES HAMILTON
Executive Secretary
1200 Fifteenth Street, N. W.
Washington 5, D. C.

KENNETH HOWE, Vice-President
Representing Intermediate
Woman's College
University of North Carolina
Greensboro, North Carolina

REPRINTS—Orders for reprints (no less than 50) from this issue must be received by ACEI, 1200, 15th St., N. W., Washington 5, D. C., by the *fifteenth of the month*.

Microfilm copies of Vol. 30, 31, 32, 33, 34 *CHILDHOOD EDUCATION* are available. Sept. 1958-May 1959 (Vol. 35) will be available when volume is completed. Purchase of current volumes is restricted to subscribers to the Journal. For details, write to University Microfilms, 313 N. First St., Ann Arbor, Mich.

**For Those
Concerned With
Children 2-12
To Stimulate Thinking
Rather Than Advocate
Fixed Practices**

1958-1959
Fundamentals for
Today's Children

Childhood Education

CONTENTS FOR APRIL 1959

Using Leisure Effectively

Volume 35

Number 8

Let's Look at Leisure	343	Winifred E. Bain
Recreational Activities:		
Reading	345	May Hill Arbuthnot
Music, Dance, Fine Arts	348	Rose Mukerji
Camping	352	Ragnhild Höglund
Bird Banding	355	Betty Wilt
TV Survey	357	Mary Wagner Frobisher
Are Little Leaguers		
Too Big for Their Britches?	359	Norris A. Patterson
Family Recreation	362	Katherine and Martin E. Gardner, Jr.
News Here and There	366	Frances Hamilton
Books for Children	368	Elizabeth Hodges
Books for Adults	376	Elizabeth Klemmer
Bulletins and Pamphlets	384	Helen Cowan Wood
Over the Editor's Desk	388	Margaret Rasmussen

MARGARET RASMUSSEN, *Editor*
LUCY PRETE, *Assistant Editor*



FRANCES HAMILTON, *Business Mgr.*
ALIDA H. HISLE, *Advertising Mgr.*

Subscription \$4.50. International membership (including subscription) \$7. Comprehensive order \$9. Life membership \$100. Single copies 75 cents. Send orders to 1200 Fifteenth Street, N. W., Washington 5, D. C. Second class postage paid at Washington, D. C. Copyright 1959. Association for Childhood Education International, Washington 5, D. C.

Published monthly September through May by

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

1200 15th ST., N. W., WASHINGTON 5, D. C.



The Sophia Girls
Swedish Gymnasts in City Hall, Stockholm

Courtesy, Maja Carlquist, Stockholm, Sweden

The Sophia Girls are a group from the Swedish school by that name who have been taught gymnastics which capitalize on the natural way of moving. Young children are taught the basic principles of the system: to seek relaxation by way of natural rhythm, balance of body and output of energy with the least tension.

Maja Carlquist, founder of the system of gymnastics and leader of The Sophia Girls, took her first school class of ten- and eleven-year-old girls to the 1936 Olympics. Since that date a representative group of girls from the Sophia School have traveled with their leader in many parts of the world. Mrs. Carlquist has been widely acclaimed not only for demonstrating how the gymnastics can be adapted for all children and adults but for being "an international agent of good will."

Several Greek physical education teachers and I visited one of the adult classes last summer in Stockholm. We were amazed at the work of the group and their active seventy-six-year-old leader, Maja Carlquist. After class time we were shown good carriage of the body and told about the benefits in daily life from gymnastics. Mrs. Carlquist ended by saying, "When we free the body from tensions, we free the mind."—*M. R.*

Let's Look at Leisure

LEISURE IS A STATE OF MIND. THIS IS MY DEFINITION, OF COURSE, NOT Webster's. But then, Webster has to economize on space and I'm allowed two whole pages to defend my point of view.

Some people pronounce the word *le'zher*. Webster gives preference to this but the pronunciation, *lezh'er*, he says, is also permissible. Many people prefer to say it this way since *lezh'er* rhymes with pleasure. I find myself subscribing to this school of thought.

Leisure for pleasure is not necessarily obtained by "freedom from employment," which is part of Webster's definition. Are you old enough to have lost your job during the depression years, the 1930's? Well, those of us who are and did know that the ensuing months and years of detachment were not leisurely. No one is more harassed, unhappy or unpleasant than an unemployed person looking for a job—or even one not looking for a job, if you can imagine it—one just doing nothing.

Time and Spirit to Do

Leisure for pleasure means having the time and spirit to do things in a lighthearted way. It demands action in the spirit of joy and content. It demands relaxation and it brings refreshment. I recall a blind woman in her 90's who, as we relaxed in a small group after dinner, regaled us with accounts of her reading—by means of records supplied by the United States Government. One week she was sent an account of the scaling of Mount Everest. The next week she had one on climbing the Rockies and the third (to arrive) was about life in Nepal. All this she told with slightly ironic humor, ending by saying, "By now, I'm an experienced mountain climber. But," laughingly, "it takes energy. I must get my rest. Will you excuse me if I go to bed?" Here was a woman with time on her hands, but in her mind she was climbing Mount Everest and roaming the Rockies.

You can work like a dog in your leisure on something you don't have to do. A businessman who works on financial accounting once told me that he baits himself all day with the bright thought that in the evening he can refinish antique furniture. Come the end of the working day, he tears into the job of repairing, sanding, oiling, rubbing, polishing with the energy of a diesel. If he were hired to do this it would be his work, but in his mind it is his leisure.

Enjoying the Job

On the other hand you can enjoy yourself with all the essential conditions of leisure while working on the job for which you are employed. A lot depends on your temperament and the temper or requirement of the job. But if you are the peg that fits into the hole you're in, be it square or round, there are times when no amount of leisure would give you the satisfaction that comes from doing the thing you're paid to do.

(Continued on next page)

Yes, I know the things that wear you down on a job even though you cherish, prize, enjoy, love and adore it. There are the schedules that produce strain in meeting deadlines and the routines that bore you with trivia. Worse than the schedules and routines are the crises that cause you to face up squarely to unexpected difficulties, accidents, opposition, frustration. Even more insidious than these disturbances are the unfulfilled hopes for advancement, your mind filled with thoughts of rivalry and subtle plans for getting ahead. And, often, with all this comes the feeling of insecurity. How can I take care of me and mine? After taxes, will the pay check, or profits, be enough? Will the old job hold out? Would I do better somewhere else? These are some of the conditions and states of mind that dull the edge of pleasure and make you long for the life of ease and convenience.

Temporary Release

Leisure may provide a temporary palliative for disturbances. Some people will never admit that they have time for leisure, what with all the important demands that are made on them. Usually, however, you can observe that they have family or friends or good doctors who anxiously watch over them devising ways of enticing or forcing them away on vacations before they develop ulcers or have a breakdown. Temporary release is good, but it is not good enough.

Leisure may provide a distraction, an escape, a shot in the arm, something like indiscriminate viewing of television or going out on the town to stop the vicious and persistent wear and tear of vexing realities. Wasting time now and then, like a bromide, is a good thing when needed, but it is not good enough for steady dosage.

Leisure can be a regular, persistent habit of mind. Pleasure, release, serenity, ease, relaxation, refreshment are some of its ingredients. Don't feel guilty about being disturbed by difficulties and frustrations in life. Disturbance generates energy. Go ahead and do something about the problems you face. But don't feel guilty either about finding a respite.

Finding a respite in leisure demands inner resources, and at the same time good leisure occupation feeds the inner life and gives it strength. It's like the old cycle of the chicken and the egg, the acorn and the oak.

To Each His Own

People find and build their inner resources in different ways; but no one, I venture, fulfills himself by constant, anxious striving or by the turmoil of distractions. To some people refreshment comes through active pursuits, doing for self and others. For some there is need for spiritual nourishment in religious observances and for some the satisfactions of creative participation in the arts. Some people seek a quiet time with feet up on a hassock when they can reflect and put the affairs of life into perspective. At such time, when utterly at rest, the mind often quite unexpectedly produces an original thought or the solution to a dilemma. Probably all people to whom leisure is a regular habit of mind do all of these things in varying degrees.

Winifred E. Bain is a former president of Wheelock College, Boston, Mass.

Recreational Activities

Reading

By MAY HILL ARBUTHNOT

May Hill Arbuthnot, associate professor emeritus, Western Reserve University, Cleveland, Ohio, writes of special treasures in reading that unlock new worlds for children.

IN THE BEST SENSE OF THE WORD, to read for recreation is to find a book that has the power to recreate us, to lift us out of the doldrums, to give us laughter or courage or hope, to feed our curiosities, to renew our sense of delight. Certainly it is in this sense that teachers should interpret recreational reading for children—not reading to kill time but to fill it to the brim with facts or fun or beauty.

To find books that can so spellbind children is not easy, especially in schoolrooms where children bring to their reading as many different backgrounds, interests and levels of reading ability as there are children. It is well to remind ourselves that no matter how idealistic we may be about the literary quality of the child's books, it is sometimes the modest little story that suddenly unlocks a new world for a child or launches him on a real enthusiasm for reading. A classic that bores him to death or is too hard for him to read and understand is a poor choice for that child no matter how the critics may rate it.

Given time, however, it is possible to improve the quality and range of children's book tastes, so we won't be too discouraged about where he starts or what treasures from the juvenile classics

he firmly rejects. We'll just keep exposing him to a variety of books, hoping that one day it will be the good and great book that gives him a sense of the wonder and richness of life.

Homes these days have become smaller, more populated and more given over to room for television than for a library. It is probable that in most families books for children, beyond those in drug or grocery stores, are not a usual purchase. For these and other reasons, it seems to be the school and the public library which must assume the bulk of the responsibility for introducing the child to such a variety of readable books that he will continue to read on his own once he has left the classroom behind. This means knowing a vast amount about many areas of books, not merely stories.

Fascination of Facts

For some children their first book thrills derive from fascinating informational books available today. In the field of social studies, for instance, those early books by Holling C. Holling—*Paddle to the Sea*, *Tree in the Trail*, *Seabird*¹—with superb illustrations and informative texts dealing with the Great Lakes, the Santa Fe Trail and the evolution of ships in this country, have tremendous child appeal. So do those remarkable cross sections of history by Genevieve Foster—*George Washington's World*² and others. In science, the child of almost any age can explore almost any field that absorbs

him, from mammals to mathematics. Books like Jerome Meyers' *Fun with Mathematics*,³ William Scheele's *Prehistoric Animals*⁴ or Maribelle Cormack's *The First Book of Stones*⁵ will have the whole family reading with the children. This is true of even simpler books for younger readers by Herbert Zim.⁶ Written by specialists in their field, checked for accuracy and well illustrated, these modern informational books are the answer to the child's hungry curiosities. Such reference books, together with juvenile dictionaries and encyclopedias, are worth a substantial investment by homes and schools.

The story, real or fanciful, is generally the child's first and most lasting love. By way of it he develops a keener understanding of himself and other people, so it is important that the fiction he encounters have social substance as well as child appeal.

Prereaders and Beginners

In Julia Sauer's little story, *Mike's House*,⁷ she tells about a little boy who so loved Virginia Burton's superb picture-story, *Mike Mulligan and His Steam Shovel*,⁸ that whenever his mother took him to the library that was the one and only book he wanted. For almost every prereading child, there is such a book, a story that he wants to hear over and over until he knows it by heart. In the case of Bobbie, it was undoubtedly the sense of vicarious achievement he loved in Mike Mulligan. Indeed, achievement is a powerful theme for all young children who are forever in an inferior position and yearn above everything to do things on their own—hence the charm of Edward Ardizzone's *Little Tim*⁹ books, C. W. Anderson's *Blaze*¹⁰ stories and dozens of others. Stories built around security and the need for love also make a powerful appeal as evidenced by the long popu-

larity of *Ping*,¹¹ by Marjorie Flack; *Milions of Cats*,¹² by Wanda Gag; and this year's tender and beautiful story, *The Holly and the Ivy*,¹³ by Rumer Godden. Last year's *Little Bear*,¹⁴ by Else Minarek, for beginning readers, with its droll episodes and inimitable pictures by Maurice Sendak, also turns upon Little Bear's need for security after all his antics. In opposite vein, the irrepressible Dr. Seuss, ministering to those same beginning readers with his two *Cat in the Hat*¹⁵ books, gives youngsters delicious thrills of insecurity, with always the snug feeling inside that all will be well, as it most hilariously is.

Now We Are Reading!

In the middle and upper grades, when children are beginning to read with increasing fluency, there is fiction unlimited. The problem is to find the right book for the child when he wants it and needs it, a book that will widen his horizons and increase his insight.

For instance, there are horse and animal stories galore, but beware of the stereotypes. These fall into two main groups—lurid sensational tales of battling bucks or sickish-sweet tales of overly-humanized four-legged martyrs. Marguerite Henry is deservedly popular because she avoids both these pitfalls and gives children memorable human characters along with the animals, as do Jim Kjelgaard, Rutherford Montgomery and Joseph Lippincott (who writes at two reading levels). Besides these major writers there are innumerable stories by other writers about pets or wild creatures that delight children and teach them much about animal life.

Family stories continue to interest young readers at all ages. They begin with a liking for heroes and heroines much like themselves—the Carolyn Haywood stories of suburbia or Beverly

Cleary's comical *Henry Huggins*¹⁶ books. But children's interests in people expand to include family life of patterns entirely different from their own. Regional stories about our own country, the modern American Indian, children in other countries are enjoyed if the story is built around an understandable theme. The achievement of young Swiss Rudi in James Ullman's *Banner in the Sky*¹⁷ is exciting and of universal appeal. Joseph Krumboltz's *And Now Miguel*¹⁸ will be understood by any boy who is trying to persuade his family to accept him at a more mature level. This year there is an unconventional and amusing story about family insecurity. It is Natalie Carlson's *The Family under the Bridge*.¹⁹ The hero is an old hobo determined to avoid work and a home; but in the end a whole family, a home and regular work have overtaken him in spite of himself. This picture of the homeless in Paris is as gay, colorful and tender a story as we have had.

Let's not forget the child's need for fantasy and fun, from the wisdom of the old fables and folk lore to the chuckles that greet *Winnie the Pooh*.²⁰ By the way, no child should miss that old Chaucerian fable about *Chanticleer*,²¹ told this year in noble style and glorified by Barbara Cooney's colorful pictures. Two modern fantasies, E. B. White's *Charlotte's Web*²² and Mary Norton's *The Borrowers*,²³ are already classics in everything except years and with sure child appeal besides. Fantasy old or new provides children with a release from the pressure of the factual and from routines. Its popularity bears silent witness to the fact that today's children need such release from our too grim adult world with its anxieties and violence.

For the same reasons children need the stabilizing influence of the past to be

found in the sound biographies and historical fiction available today. To begin to feel "at home in history," as Boris Pasternak puts it, is to live more securely because a book about the past carries with it convincing pictures of struggle, endurance and survival. These are evident in William Steele's wonderful pioneer stories, *Flaming Arrows*²⁴ and all the others, and illumine the seven *Little House*²⁵ books by Laura Ingalls Wilder. They shine through the fine biographies which are appearing today for children and youth of any reading level. No wonder this area of biography, history and historical fiction becomes a life-long reading interest for many maturing children!

Poetry

To close without a word for poetry is unthinkable, especially in this decade when there are so many new books and such a renewed emphasis on verse. In those early years, before the child has attained fluency in reading, poetry should be heard before it is seen; and, equally important, it should be spoken by the child with vigor and naturalness if he is to understand it thoroughly. To explore poetry with a grownup who reads it well, loves and knows it and encourages the children to speak it with him, is a special privilege. For in poetry children will find laughter and beauty, the unique essence of their experiences, and so the spirit of grace and understanding. In this area of reading, as in all the others, children may discover special treasures that unlock new worlds for them and genuinely recreate their young spirit.

¹⁶ *Paddle to the Sea* (1941), *Tree in the Trail* (1942), *Seabird* (1948). Holling C. Holling. Illustrated by author (Boston: Houghton-Mifflin Co.).

²² *George Washington's World*. Genevieve Foster. Illustrated by author (New York: Charles Scribner's Sons, 1941).

²⁵ *Fun with Mathematics*. Jerome Meyers. (Cleve-

land: World Publishing Co.).

⁴ *Prehistoric Animals*. William Scheele. Illustrated by author (Cleveland: World Publishing Co., 1954).

⁵ *The First Book of Stones*. Maribelle Cormack. Illustrated in black and white (New York: Franklin Watts, 1950).

⁶ *Elephants* (1946), *Goldfish* (1947), *Rabbits* (1948), *Frogs and Toads* (1950)—illustrated by Joy Buba; *Snakes* (1949)—illustrated by James Irving. All by Herbert I. Zim (New York: William Morrow & Co., Inc.).

⁷ *Mike's House*. Julia Sauers. Illustrated by Don Freeman (New York: Viking Press, Inc., 1954).

⁸ *Mike Mulligan and His Steam Shovel*. Virginia Lee Burton. Illustrated by author (Boston: Houghton-Mifflin Co., 1939).

⁹ *Little Tim and the Brave Sea Captain* (1936), *Tim to the Rescue* (1949). Edward Ardizzone. Illustrated by author (New York: Oxford University Press).

¹⁰ *Billy and Blaze*. C. W. Anderson. Illustrated by author (New York: The Macmillan Co., 1936).

¹¹ *Story about Ping*. Marjorie Flack. Illustrated by Kurt Wiese (New York: The Viking Press, 1933).

¹² *Millions of Cats*. Wanda Gag. Illustrated by author (New York: Coward-McCann, 1928).

¹³ *The Holly and the Ivy*. Rumer Godden. Illustrated by Adrienne Adams (New York: William Morrow & Co., Inc., 1958).

¹⁴ *Little Bear*. Else Minarek. Pictures by Maurice Sendak (New York: Harper & Bros., 1957).

¹⁵ *The Cat in the Hat, The Cat Came Back*. Geisel, Theodor Seuss. Illustrated by author (New York: Random House, 1957, 1958).

¹⁶ *Henry Huggins*. Beverly Cleary. Illustrated by Louis Darling (New York: William Morrow & Co., Inc., 1950).

¹⁷ *Banner in the Sky*. James Ullman. Illustrated in black and white (Philadelphia: J. B. Lippincott Co., 1954).

¹⁸ *And Now Miguel*. Joseph Krumgold. Illustrated by John Charlot (New York: Thomas Y. Crowell Co., 1953).

¹⁹ *The Family under the Bridge*. Natalie Carlson. Illustrated by Garth Williams (New York: Harper & Bros., 1958).

²⁰ *Winnie the Pooh*. A. A. Milne. Illustrated by E. H. Shepard (New York: E. P. Dutton & Co., 1926).

²¹ *Chanticleer and the Fox*. Geoffrey Chaucer. Illustrated by Barbara Cooney (New York: Thomas Y. Crowell Co., 1958).

²² *Charlotte's Web*. E. B. White. Illustrated by Garth Williams (New York: Harper & Bros., 1952).

²³ *The Borrowers*. Mary Norton. Illustrated by Beth & Joe Kirush (New York: Harcourt, Brace & Co., Inc., 1953).

²⁴ *Flaming Arrows*. William Steele. Illustrated by Paul Dome (New York: Harcourt, Brace & Co., Inc., 1957).

²⁵ Seven Little House Books: *Little House in the Big Woods*, *Little House on the Prairie*, *Farmer Boy*, *On the Banks of Plum Creek*, *By the Shores of the Silver Lake*, *The Long Winter*, *Little Town on the Prairie*. Also, *Three Happy Golden Years*. All illustrated by Garth Williams. All by Laura Ingalls Wilder (New York: Harper & Bros., all reprinted 1953).

Music, Dance, Fine Arts

By ROSE MUKERJI

Rose Mukerji, instructor, Brooklyn College, New York, describes active participation in making music, dance and art for the joy of releasing the inner self (and putting it into an art form) as well as sharing the world's heritage of the arts.

LUQUILLO BEACH IN THE SUMMER. Warm sand slipping smoothly into the calm turquoise of a tropical Atlantic. In the mottled shade of curving palm trees, a group of educators relaxed together after a sumptuous beach party offered by Puerto Rican hosts to their "norteamericano" colleagues at an annual workshop. In the lull of sun-drenched contentment, a fragment of a Spanish melody drifted by, to be joined spontaneously by the whole company of Spanish voices. Soon the tempo increased, syncopated hand clapping made a pulsating accompaniment, tossing heads and weaving shoulders swung into dance. One melody fed into the next. Other dancers wove into the open center and we responded inwardly to the pulsations of unknown rhythms and songs, secretly jealous of the spontaneous joy they were creating. At one point, one of the hostesses turned to us saying, "Now you must sing for us." Our warm smiles congealed a bit as we searched around in our minds for a song to match the vitality of the moment, wondering if some music teacher might emerge from the group to rescue us, hoping we would know the words of the second stanza. And what songs did we latch onto? Some long hidden camp song with the frightful tinge of the barbershop quartet repertoire, sung in lack-lustre style because we were embarrassed

by its meagerness. Then someone in a firm round voice started a Negro spiritual. At last our dignity returned; the manufactured enthusiasm melted away; simple warm expressive music flowed among us. This corridor held riches for us as we glided easily into other spirituals and folk songs, some hauntingly sad, some vibrant and strong—all meaningful in their beauty. Now the interplay between English songs and Spanish songs was effortless, until we both joined in the familiar chorus of "Cielito Lindo," with a pleasant scattering of Spanish words among the "norteamericanos."

Making the Answers Now

But why had it been such a struggle for us? We, who buy out the concert halls for a Mozart Festival, who flood the box office for the Moiseyev folk artists from Russia, who eagerly stand to see Martha Graham dance, who collect fine records and do listen to them . . . why was it such a struggle for us to *make* music and dance? And, in some projected future, will it be any easier for the adults of 1980 to meet their colleagues in whatever field in India, in Mexico, or in Italy and join in making music together? Here is one question of the future which we can confidently answer now, because *we are making the answers now* in our schools.

And some of the answers are sparkling with vitality and promise for an exciting future. In many classrooms now one finds children experiencing music and dance and art, experiencing them in ways which are creative, vital and real to them—real enough to spill over into everyday living, real enough to send roots into their future participation and appreciation in the arts. In these classrooms the arts are still a

regularly planned part of the curriculum, but this is their minimum, not their maximum, use. For beyond these times art, music and dance flow organically throughout the program. The stifling bands of subject isolation dissolve magically as the sound of science slips into the sound of music, the dramatic play of fire-fighters slips into the turbulent dance of whirling flames, or the social studies report slips into the beauty of a colorful mural. Is it this flexibility alone which accounts for children's absorption and identification? No. There is something more. There is something in the material itself and the spirit in which it is shared that makes the difference.

What has happened to the music? It has lost its "prissiness" and has gained a spark. It pulsates with the syncopation of the calypso beat. It sparkles with the nonsense-humor of the African veldt. It sings longingly or passionately in the rhythms of our Negro spirituals. And it is rich with our own "make-up verses" or "make-up songs." The standard piano is its old reliable self, but it has been encircled by many more casual assistants. The soft guitar that moves easily onto the floor, close to the children; the recorder that is so at home outdoors; the graduated flower pots; the melody bells singly or in groups; the Indian brass finger cymbals that dance so freely with us; the good tones of boxes or gourds filled with beans or pebbles or mysterious things—all these make accompaniments of ingenuity and infinite variety.

When these children go off to camps in the summer, it is they who replace the all-too-usual camp songs of dubious humor and strident harmonizing with the contagious lilt of lively folk songs. When these teen-agers gather in the evenings on a porch or pair of steps, the guitars add a mellow tone to a new style "jam session."

Quality in Evidence

There are some changes, too, in the quality of music played for young children. During quiet listening times one hears a good deal more serious music. Bach, Haydn and Mozart offer music whose clarity and deceptive simplicity are just right for young children. Some teachers set the mood for classes coming to their music rooms by playing recorded symphonies as children enter quietly and prepare themselves for a music experience of quality and sensitivity. Children such as these are developing interest and appetite for the fine children's concert series in a number of cities throughout the country. These are often oversubscribed and not because parents wish to gain some privacy for themselves over the week end. These are a few of the ingredients which build for adults a life rich with musical participation, concert-going and many leisurely hours with fine LP records on hi-fi sets.

Quite naturally, as people concerned with children, we are eager to build two-way streets between school-time living and out-of-school living. Just as we are pleased to be able to enrich home and recreational experiences through those activities which we develop in school, so we are grateful for those out-of-school channels which feed into and enrich our curriculum. For the most part, the impetus for creative dance has come primarily from the community. In the experience of many community centers, private studios and cooperative cultural programs, they have found the greatest enthusiasm, longest waiting lists and strongest financial support for their creative dance programs for children. Why is it so? Can it be that these young bodies are somehow reaching out for the kind of activity which they need to balance those long hours of sitting at desks? Can it be that they are responding to that

exhilaration which comes from a physical challenge enhanced by emotional release? Should we not, then, open our curriculum wider to ways that will offer continuity in creative dance from those first enchanting explorations of rhythmic movement in our better kindergarten programs? Colleges and many high schools incorporate creative dance in the curriculum. Nursery schools and kindergartens would feel barren without it. Should we not also work to bridge the gap for children of the middle-age group? Then *all* our children could have a ground base in this art and the community could continue to supplement these experiences. It is interesting to note that these same community dance enterprises also support a unique and recent development in dance—the professional companies which devote their programs to high caliber concerts for children, such as the Merry-Go-Rounders in New York City. The large number of enthusiastic children at matinee performances no doubt accounts in part for the continuous holiday scheduling of the Nutcracker Suite by the New York City Center Ballet for the past two years.

Square and Folk Dancing —Family Pleasure

Dance in another form, notably square and folk dancing, has been a more usual aspect of the elementary curriculum. What an excellent channel it is for making a smooth transition into that later necessity—social dancing! In folk and square dancing, many families have found something which they can share together. The dance skills required fit ten-year-olds as readily as forty-year-olds. Can the same be said for many other activities? Apparently not, and that is why many a "Y" program and summer in the country have found a mainstay for family pleasure in folk and square dancing.

Art Experiences

Along with music and dance, experience in art has made possible the release of intensified feeling in children. As teachers we have learned much about the various stages of development in art expression and have disciplined ourselves to resist imposing our molds and images on children. We are learning to provide materials, space, encouraging atmosphere and guidance for techniques when really needed to strengthen children's own purposes. Some teachers of young children use prints of modern artists in their rooms. Paul Klee will certainly find a response in children. They naturally feel an affinity with abstract paintings which also seem to reflect their own excitement in exploring colors and shapes. One interesting loan exhibit of paintings was displayed in a manner which included children's reactions to these works of art. Paintings have also served to cement bonds of interest between children of various countries who have much to say to each other but who have not yet the words to do so. They do have the language for it—the language of art. One such project, being carried on by the Women's International League for Peace and Freedom, is called "Art for World Friendship." Not only have paintings by children been exchanged for exhibits in the United States and other countries, but often it has been necessary for American children to help furnish the materials so that others might paint or draw. And how characteristic was the language of each group as it illustrated the way children play—the theme of the pictures; how cool were the snow pictures from Sweden; how somber was the rubble and fragmented background of most German children's work; how clearly they spoke to each other in art!

Another project of much larger dimensions is the annual international exhibit of children's art in New Delhi, India, sponsored by the magazine, *Shankar's Weekly*. Not only do thousands of children and adults come to see paintings of children throughout the world, but many children also stop there to paint as crowds neatly move around them or stop to watch for a few moments.

In many cities and towns across our country, museums and art galleries are crowded on Saturdays with classes in art for children. Sometimes these children come because of special interest. Sometimes they are selected by teachers because of special abilities to attend classes conducted by outstanding artists. From these classes in schools and museums may come a few artists. Important? Yes. But important, too, is the large number of "Sunday painters" who owe their ability and joy of expressing some of their life's meaning to the open doors of art which they found in schools. The sincerity, skills and enthusiasm of these amateurs have fortunately received growing support in ventures such as the annual "Everyman Show," sponsored jointly by the Arts and Crafts Center of Pittsburgh and one of the daily newspapers.

Throughout this discussion, whether dealing with music, dance or art, there winds a double strand. One strand is woven through active participation, through making music, dance or art for the joy of releasing one's inner self and ordering it into an art form. The other strand is woven through the increased sensitivity of a person to sharing the world's heritage of the arts. Gratefully we can acknowledge the part our schools play in spinning the first threads that are gradually woven into the iridescent cloth of a rich cultural life for both the present and the future.

Camping

By RAGNHILD HÖGLUND

Ragnhild Höglund, a fifth-grade teacher in the Stockholm Public Schools, describes a school camp program for thirty-six children, accompanied by eight adults in their own country and one outside of their land.

THE PURPOSE OF SWEDISH OUTDOOR education is to enrich the school program, to increase the quality of learning, to widen the social contacts and to bridge the growing gap between urban and rural life. The children come from cities or towns into the country to live for a week or so and become familiar with a certain district. They study plants and animals. They observe memorials, try to find out about the local history, visit churches and palaces, work at a farm. They follow the work of a craftsman—a miller, a baker, a smith—and learn about the characteristics for that type of life. Through observation, work and activities, the youngsters are brought into contact with new aspects of life. By working together with each other and with other people, all the children become activity centered and group minded. The social aspect is important. At the camp the children often show new traits. New, surprising and valuable qualities are brought to life in some; astonishing shortcomings are obvious in others. The pupils and the teacher are growing together through this close coexistence. Contacts with people in the country can be of great importance for their future life.

School-Camp Plans

With these thoughts in the background, my fifth graders and I started playing with the school-camp idea. At a PTA

meeting in our school during the spring of 1957, the matter arose as a real question. Why not have a school-camp to break the ordinary day-by-day program? Since it seemed to be of one hundred per cent interest not only to the children but also to the parents, we made a brave start. A committee was delegated to consider time, place and funds. The chairman reported that they had been promised 1,000 Swedish crowns from the Stockholm Board of Education. Soon we were aware that this sum was insufficient. Parents contributed an extra 30 crowns per child.

We used the summer for planning and we found a suitable place halfway between Trosa and Södertälje. There were, besides the main building, four military barracks, good equipment for the kitchen and other convenient accommodations. In the neighborhood was a small farm, an estate and an industry (the marble quarry at Edeby). Nine kilometers from the camp was a church, a home for the aged and a country shop. This meant six different groups could study by direct observation. In addition to this, we planned to make an inventory of animals and plants of the area. One group of children had to be available at all times for household duties. They became the Brownies of the camp.

Mrs. Ask, one of the mothers, was appointed transportation chief. "We need a large bus with a trailer, because we are going to take six bicycles besides the baggage, the provisions and kitchen utensils. This same bus can be used for excursions in the neighborhood."

Mrs. Gullas, another mother, was responsible for cooking the meals. Four mothers planned the menus with the help of the school cafeteria's personnel who gave them their menus and recipes. Some

provisions came from the school cafeteria since the thirty-six children going to camp were not going to be there for many school lunches. One of the fathers would bring fresh vegetables to camp twice a week.

Before we left, the children were given a health examination by the doctor and nurse in our school.

Bees and Brownies

In speaking later about the experience of being "mother" of one of those quarters, Mrs. Ekdahl said: "How was it? Well, it was exciting! The boys whom I had charge of called themselves 'Bees' and I felt like a real Queen of Bees. The bees started their day at seven o'clock in the morning. Everybody had to make his bed and to give a helping hand in cleaning the room before eight-thirty when breakfast was served. The days

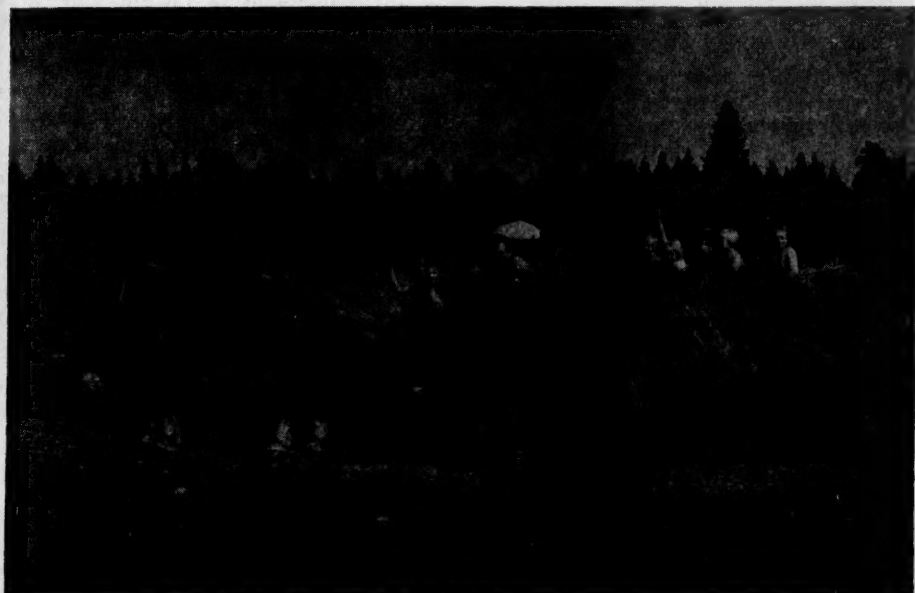
were filled with different interests and tasks, but at night I met my Bees again and put them to bed. Little by little the house became silent. The fairy tales were read and the ghost stories told."

Mrs. Ask took care of the Brownies. Their first duty in the morning was to listen to the weather forecast and report what they had heard at breakfast. They also reported on their readings of the thermometer, the barometer and the rain gauge. Another task was to set the table and to keep the dining room tidy. (It was used as a classroom, too.) The Brownies worked as assistants to the baker. They baked wheat rolls and cakes which they served with juice as an extra snack in the afternoon.

At eight-thirty Mrs. Ekholm, in charge of the dining room, said, "Breakfast is

Helping with the hay harvest is fun for city children.

Courtesy, Margreta Larson, Stockholm, Sweden



served." In general, it consisted of cocoa, bread and butter and cheese. At eleven-thirty we had our lunch—a hot dish, bread and butter and some fresh vegetables. About three o'clock we got the surprise of the day, an extra snack, highly appreciated by the children. And at five-thirty we all met for dinner, the big meal. One of the days we had pea soup and pork (pea soup and pork followed by pancake are standing dishes on the Swedish Thursday menu). One girl ate nine helpings of soup and then there was, of course, no room left for pancake.

We had a car at the camp all the time, and one of the mothers transported the different work groups to and from their special fields of study. One day we made an excursion to a little town in the neighborhood where we visited a dockyard, a factory where herring was smoked, and an artist's workshop.

When half the time had gone, a new group of mothers replaced the ones who were forced to go home because of home duties.

Daily Program

Days filled with excitement are never long. The class was divided into six work groups. Every day one of the groups had science with direct observations of nature—searching for, studying and preparing materials. Another group served as Brownies, while the four other groups visited places of interest. Each group visited two places every day and collected materials for further studies at the camp. At the home for the aged, each group tried to give at least half an hour's entertainment. Amazingly willing, they appeared on the stage as singers and musicians, as actors and speakers.

Every afternoon for about two hours, an oral or written account was given of the day's work. At that time, small exhibitions were arranged of vegetables, families of plants, mushrooms, drawings and such.

After dinner we usually had some outdoor exercise, such as gymnastics, soccer, basketball, jumping or running. Sometimes we had contests with children from a school in the neighborhood. On rainy days we changed our program. However, gray skies and rain did not affect the high spirit of the children.

Camp Abroad

That was our *first* camp. This past year we took a group of thirty-five children (with eight adults) to Denmark. A camp week abroad meant working out ways of understanding each other's language. A camp program similar to the previous year's was carried out. During the three-day visit in Copenhagen, the right-hand traffic (ours is on the left side of the street) presented a problem. But the children had an opportunity to use a third language, English, of which these sixth graders had had six hours a week. The freshness and dauntlessness they showed in their efforts to understand foreign languages are good omens for the future.

Our camp week abroad was a real stimulus for continued contact with other people of other countries. On the way home, the children were already planning further studies to keep the door open to "Wonderland."

[*Ed. Note:* See "Out of School Experiences," by Claus Moldt (May 1957, p. 401), which describes a Danish Camp School and a school abroad—Germany. There is a similarity in this program to the one described here.]

Bird Banding

By BETTY WILT

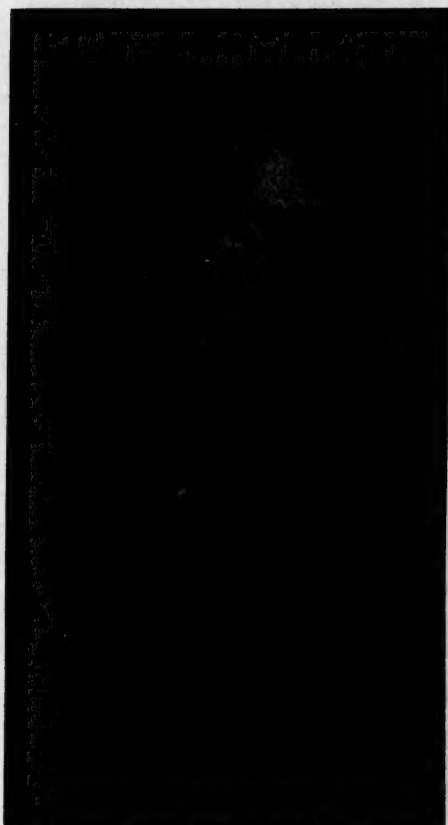
Betty Wilt, second-grade teacher, Jamestown School, Arlington, Virginia, tells how, through the hobby of "Bird Banding," Arthur H. Fast has influenced the community and in particular the teachers and the children of the neighborhood schools.

TUCKED AWAY IN A CORNER OF ARLINGTON, Virginia, is a little private one-acre fairyland. It may take a map to find the small but attractive white cottage of Arthur H. Fast, a retired lawyer; but if you find it you are in for a treat—especially if you like birds. As you approach the house you hear some of the more familiar bird voices—the scolding of the blue jay, the obligato of the mourning dove, the strident song of a Carolina wren or the spirited call of a lively pewee.

As you saunter down the tree-lined path, streaks of color flashing through the sky beckon you to the back of the house where a sanctuary for birds can be viewed. Mr. Fast has managed to preserve in his 87'x450' yard a natural rustic setting which attracts birds that have been driven away as more people have settled in this thickly populated county of Virginia.

Huge lofty oaks spread their protective arms in invitation. An autumn garden of colorful annuals treats the eye with its graceful symmetry.

Simple inexpensive feeders of many kinds are placed on trees, posts and suspended lines. Sunflower seeds, suet, peanut hearts and baby scratch feed are used to lure a variety of birds to this haven.



Courtesy, Ralph Lawrence, Arlington, Va.

A banded mockingbird

Officially, this spot is known as a bird banding station licensed by the United States Fish and Wild Life Service. Mr. Fast, for many years a bird lover, became a licensed bird bander in 1946. At that time the largest number of evening grosbeaks ever seen in this area came to his feeder to munch sunflower seeds. Banding is a simple process by which Mr. Fast clamps a tiny numbered band around the bird's leg and frees it immediately to go winging on its way. When the birds are recaptured, as some ten per cent are, the band numbers are

sent to the Fish and Wild Life Service. This organization collects information about dates that birds were banded, their favorite summer and winter homes, their migratory habits and life expectancy.

Mr. Fast has banded 15,000 birds of sixty-seven species in the past twelve years. The greatest number banded for any one species was 3,400 white-throated sparrows, the next 1,925 slate-colored juncos, the third 1,800 purple finches.

In order to attract all types of birds, three kinds of traps are used. The potter trap, which is a one-cell trap with treadle and sliding door, is baited with sunflower seeds and is placed on a feeder or on the ground. Chickadees and nuthatches are attracted to this trap. A second kind of trap is placed on the ground for sparrows, juncos or other ground-feeding birds. More rarely a suet-filled trap for woodpeckers is fastened to a tree. No nets are ever used in this sanctuary.

During the years of 1952 and 1958, Mr. Fast was delighted with the return of the evening grosbeaks to his banding station. A total of 479 of these thick-billed birds were banded in three years.

Almost as exciting as the grosbeak was the influx of 875 cedar waxwings which he had banded in the unbelievable short period of two months.

An average of about 140 birds, banded by Mr. Fast, return to his station each year. A slate-colored junco banded February 1, 1949, returned each winter except one until it was last trapped and released on December 11, 1955, at which time it was over nine years of age. A cardinal banded as an immature on September 7, 1946, returned to the traps a number of times until January 16, 1958, when it was over eleven years of age.

A white-throated sparrow banded here on April 30 was retrapped six days later on May 6 about fifty miles northeast of

Arlington. A purple finch banded here on April 11, 1956, was retrapped ten days later on April 21 in Vermont, about 400 miles north of here.

Obviously Mr. Fast's hobby is no "leisure-time" activity; it is one that requires many hours of confining hard work. However, this friend of the feathered takes time to talk to many community groups such as schools, garden clubs and scouts. His enthusiasm is contagious, and because he has the rare facility of gearing his language to his audience he has been able to develop in others a greater appreciation of nature and a deeper respect for conservation. "Birding" as a hobby has become popular in this community. As you wind your way in this neighborhood, bird feeders and bird baths can be seen at almost every home. It is not an unusual sight to see a father and his son building a bird house together or to see an entire family watching a bird build its nest.

In this community feeders are at many school windows. "Freeze" is the signal word that tells that a feathered friend has appeared. A visitor to a second-grade classroom was startled to find teacher and children standing motionless at the window. Guess what? A white-breasted nuthatch was standing on his head as he pecked bits of suet from a swinging feeder. Seven-year-old Donny begged his teacher, "I have a poem in my head. Will you help me write it down?" This is what he said:

I see a nuthatch
Swinging in the breeze,
On a suet feeder,
You would think
He would freeze.
But he keeps himself warm
As he pumps up and down
On his suet feeder
As it sways over town.

TV Survey

As an outgrowth of a study of local TV programs, a permanent committee is to be formed in Tucson, Arizona, to disseminate results of findings and to take public opinion to sponsors.

THE TUCSON COMMUNITY SCHOOL HELD an open forum on "Children and Television" in February 1956. A psychiatric social worker, a psychologist and an educator were invited to present the topic. The psychologist spoke on personality development and possible effects of TV on the individual child; the psychiatric social worker stressed factors related to family living with necessity for controls and discrimination in viewing; the educator appraised TV fare available that week as rated by NAFBRAT (National Association for Better Radio and Television). This evaluation struck a responsive chord and three PTA groups in the Tucson Public Schools asked the educator (the writer of this article) to present her evaluation as a basis for discussion at a regular group meeting. She agreed to do so if the PTA groups would be willing to conduct a monitoring survey. They agreed, and the data for a week in March 1957 and a week in February 1958 were collected and form the basis of this report. The results of the first study were presented as part of a panel on "Television—Friend or Foe of Children" at the Arizona State PTA meetings held in Yuma in April 1957.

When the initial examination of TV programs available during the last week of February 1956 was made, it was learned that there were thirty-one half-hour programs from 3:00 to 8:00 p.m. that had been rated by NAFBRAT. Of these, four were rated good/excellent, five fair and twenty-two poor/objectionable. No attempt was made to apply the

evaluation standards to programs that originated locally at that time. (These standards may be obtained from NAFBRAT, 882 Victoria Avenue, Los Angeles 5.)

The first monitoring study was made by a group of mothers in the Sam Hughes PTA. They watched all TV programs on the two channels between 3:00 and 8:00 p.m. during the week of March 3-9, 1957. Each program was rated good/excellent, fair, or poor/objectionable on the seven points suggested by NAFBRAT. Results were summarized and prepared for discussion by the writer. They were used at the state PTA meetings in Yuma and at another PTA meeting in Tucson.

Programs Improved

During the week of February 1-7, 1958, a second monitoring study was made by fifteen mothers in the Bonillas School PTA. When results were summarized, they were compared with those of the previous year and presented to three additional PTA groups for discussion during the spring months. A comparison of the ratings of the two studies showed that:

- In 1957 there were two channels carrying 280 quarter-hours of programs between 3:00 and 8:00 p.m. which were judged as 36% good/excellent, 34% fair, 30% poor/objectionable.
- In 1958 there were three channels carrying 210 half-hours of programs be-

Mary Wagner Frobisher is educational director of Tucson Community School and consultant to several preschool programs in Tucson, Ariz.

tween 3:00 and 8:00 p.m. which were judged as 43% good/excellent, 34% fair, 23% poor/objectable.

Thus we see that there was an increase in the amount of TV fare available for Tucson children, since a third channel had been opened during the year. There were also more programs designed to appeal to children. The increase in the percentage of programs rated good/excellent from 36 to 43 was a significant finding, since it was accompanied by the decrease in percentage of programs rated poor/objectable from 30 to 23. The percentage of programs rated fair remained the same in the two surveys. Although there were instances when a program had been rated excellent by NAFBRAT and fair by Tucson ("Lassie") or objectionable by NAFBRAT and good by Tucson ("Roy Rogers"), the ratings by the two groups were substantially in agreement.

Personnel in the three TV stations have expressed interest in these ratings and have wished to know the detailed comments about their particular programs. The parents who did the viewing were interested in learning to evaluate programs by an established standard and were frequently surprised at the content offered during these afternoon hours when most of the viewing by children would occur. As several mothers said, "It does seem that we need many more good TV programs for our youngsters."

Firsthand Experiences Best

Discussions brought out that there is no substitute for firsthand experiences

for children, since it is only by such experience that basic understanding can be assured. A rabbit must be felt as well as seen and needs to be watched many different times, over many days, so that young children really know rabbits. They need experiences with baby rabbits, female and male rabbits; they need to feed and care for them as well as to see them. These experiences cannot be supplied by rabbits on TV, but they can be extended and enriched by showing many different breeds. No TV story can take the place of looking at a book or having it read by parent or teacher. TV stories and plays are excellent fare if they are selected with care as to age and interests of the children viewing.

TV is an excellent medium for entertainment and education. Parents and teachers should be concerned with the material available for viewing. They must learn to evaluate programs and teach children to evaluate them. It is important that they express to sponsors their appreciation of the many fine programs and their constructive criticism of the objectionable programs. Listening-viewing habits of children can be changed in a few months, but only if we make the effort to change them.

As the time for another monitoring study draws near, it is hoped that Tucson will establish a permanent committee of fifteen to plan for wider dissemination of findings and to outline a systematic means of carrying public opinion to sponsors. This year will bring a fourth channel to Tucson—EDUCATIONAL TV.



LIFE WOULD BE AS BARREN AS THE MOON WITHOUT MEMORY AND AFFECTION.—
Tomlinson.

Are Little Leaguers Too Big for Their Britches?

Norris A. Patterson, director of athletics, William Jewell College, Liberty, Missouri, asserts that the interest, influence and leadership of informed parents and teachers are needed to accentuate the positive elements and eliminate the negative effects of the Little League baseball program, which has grown to a big business in recent years.

JIM TAYLOR, OPERATOR OF A LOCAL CLOTHING store, enthusiastically agreed to coach a Little League baseball team. Jim, a former college player, was a level-headed young man, well liked and respected by the boys. He thoroughly enjoyed coaching the twelve-year-old boys, but after several weeks of apparently successful practice he suddenly resigned. The precipitating incident was a phone call from Mrs. Simpson, mother of one of the players: "Mr. Taylor, how can you have my boy batting in sixth place with an average of .350 percent, when Billy Brown who is only batting .290 is fourth in the lineup? You're being very unfair and we're just not going to have our son cheated. . . ."

This and other similar incidents involving disgruntled parents caused Jim to resign as coach and caused Mrs. Simpson to patronize another clothing store.

In another town Don Barton, age twelve, was rapidly developing into the star pitcher for his team in the Little League. Don's father, who had never participated in competitive sports as a youngster, was the boy's number one fan and critic. The father attended every game and stood as near the pitcher's mound as he could, shouting directions to the boy until it was apparent with each game that Joe's tension was increasing as he tried to concentrate on the game and on his father's commands. The crisis occurred in a crucial game. With bases loaded and two men out, with a count of three balls and two strikes on the batter, with the father's voice from the bleachers growing louder and more critical, Don started his windup but suddenly let the ball drop to the ground as he crumpled

to the mound sobbing. Don hadn't been afraid of facing the next pitch in a close game, but he was terrified that he might not meet his father's expectations. What effect could this shattering experience have on Don—and on a father who uses his own son to fulfill frustrated personal ambitions or attempts to find through that son recognition he had been unable to achieve by himself?

Not only Don's future as a baseball player is affected by such an incident but also his future as an effective self-confident human being.

Pressures stemming from an over-emphasis on winning often prevent some managers from allowing each boy to play, even though being a pinch hitter or substitute runner would gain a little prestige for the lad who sits on the bench the whole game. The humiliation of "bench-warming" and lack of status in the play group may cause the youngster to withdraw entirely from group games and may produce an undesirable reaction.

These are, of course, isolated cases, but they are representative of many incidents associated with Little League ball which have caused parents and educators alike to view the situation with increasing concern.

The Little League movement has become a big business across the United States, involving time and energies of millions of American families during the summer months. Little League baseball started in 1939 in Williamsport, Penn-

sylvania, as a small local baseball program for boys eight to twelve years of age. After World War II the popularity of the movement mushroomed, and by 1948 there were approximately 400 Little League teams in six states. In 1953 the number grew to 11,448 teams in 46 states. During the past six years this number has more than doubled and now includes teams in a dozen foreign countries. State, district and national playoffs are now held annually. Parents promote these games with avid interest—organizing parent booster clubs, conducting money-raising campaigns and identifying themselves with “their team.” It has been estimated that counting the players, parents and spectators, probably 50,000, 000 people play, organize, promote and watch Little League baseball each year. Undoubtedly the lives of youngsters, both participants and non-participants, are greatly affected by this summer recreational activity which has become such a tremendous enterprise.

It is significant that Little League baseball has grown despite severe opposition and criticism by many educational organizations. Perhaps favorable economic conditions, automation with its increased leisure time, a desire to give children advantages denied the parents are all contributing factors to its growth.

No one motive can be pinpointed as the force behind the Little League movement; however, several groups earnestly seeking suitable outlets for the energies of boys honestly felt that Little League baseball would meet this need. We can safely assume that Little League is here to stay and that it will continue to grow. The movement of our population toward urban and suburban living, the increased number of children, shorter working hours of parents, the age of togetherness and organization living, plus the impetus of organized baseball will all tend to promote Little League baseball for younger children.

Now educators must realistically accept this program and, instead of offering adverse criticism, work to improve it. The interest, influence and leadership of informed parents and teachers are needed to accentuate the positive elements and eliminate the negative effects of the program.

The physiological and psychological effects of competitive sports for children of twelve years and under have created considerable controversy. Physiological effects can be determined with some degree of accuracy, and general agreement exists that:

- Athletic activities of each child should be determined by his development, not by his weight and chronological age.
- There must be close medical control of sports.
- Baseball is a suitable activity for children from a physical standpoint, since it is primarily a no-contact sport.
- Statistical studies of organized baseball programs for children show very few serious injuries.

The big controversy centers around the psychological effects of competition on the developing personality of the child. General disagreement exists regarding the emotional effect of competition, success and failure on the young child.

The Little League organization, sincerely interested in making this a healthful program for children, conducted a self-study by asking its organizers in forty-four states to make a grass-roots survey. A questionnaire was sent out to determine the advantages and disadvantages of the program as seen by the coaches, supervisors and officials of the various leagues. The *advantages* of Little League baseball in the opinion of those most closely associated with it were:

- Improved sportsmanship
- Worthy use of leisure time
- A beneficial socializing experience for boys
- An integrative factor in the community

A contributing factor to the habits of promptness and obedience
Direct physical benefits

Disadvantages and dangers were also clearly outlined by this study:

Parents, managers and adult fans frequently create disturbing situations in opposition to the aims of the program.

Overemphasis on winning can easily develop.

Many boys who wish to play do not get the opportunity to do so.

Some leagues have inadequate leadership. The tensions surrounding games can be emotionally upsetting for a minority.

Some boys who make the team develop attitudes of superiority toward those less fortunate.¹

Each of these disadvantages springs from the attitudes, philosophy and expectations of adults associated with the program, not from the game itself. Even parents recognize these difficulties. Several studies of parental attitudes toward the Little League reveal that parents suggest three necessary steps for improving the Little League program:

(1) Give every boy a chance to play for a short time in every game.

(2) Recruit managers, officials and other leaders who know how to work with young boys.

(3) Eliminate parental interference.

What then is the responsibility of adults in the community who wish to improve Little League or insure its beneficial aspects?

1. *Control publicity concerning the Little League.* Only team scores, standings, schedules and results should be published. Discontinue publishing individual batting, fielding averages and articles featuring individual performances. These pinpoint differences in ability, fostering undue parental pressure and interference. Such listings tend to undermine the values of group play or teamwork and the sheer joy of physical exertion through energetic fair play.

¹ Study of Little League Baseball, pp. 15-21. Williamsport, Pa., 1963 (mimeographed).

2. *Prohibit the playoff of league championship teams at state, district and national levels. Ban all-star teams and all-star games.* Such activities put pressures on children which they are not physiologically and emotionally mature enough to face; they encourage exaggerated recognition of a small group of individual players, violating the basic aims of the Little League program; they stimulate competition among parents, often provoking antagonism and petty jealousy and a display of attitudes which are the opposite of good sportsmanship. District and national playoffs are artificially patterned after adult forms of entertainment and serve the interests of adults rather than the interests and needs of children. Many boys who experience glamour and acclaim that surround some Little League playoff activities on state or national levels lose the incentive to strive for these honors at a later time in their lives.

3. *Establish and adhere to definite policies and procedures to prohibit parental interference*—the most severe evil of the program.

4. *Allow each child who has been accepted as a team member and who has met practice requirements an opportunity to play in each game*—even if only for an inning or two.

5. *Recruit qualified personnel to coach the teams.* Coaches should understand developmental characteristics and problems of pre-adolescent boys and how to guide them, as well as know how to teach baseball. A winter training program taught by elementary teachers, administrators and guidance personnel would be valuable.

We have been awakened to the realization that Little League baseball, if improperly organized and conducted by selfish and ill-informed adults, can be harmful to all who participate. On the other hand, Little League baseball is firmly entrenched and, if properly organized and administered, it can make a valuable contribution to the education and training of its participants and the life of the community. Teachers and parents must understand the full implications of the program and whenever possible lend support to removal of undesirable qualities and preserving of beneficial aspects in this rapidly expanding movement.

Family Recreation

Katherine and Martin E. Gardner, Jr., parents from Kirkwood, Missouri, take time in a busy schedule to plan and enjoy activities with their children, the neighbors and their children.

BACK IN THE DAYS AT THE TURN OF THE century when our house was built, many proper people retired at night to second-floor bedrooms, requiring a stairway and a banister. Interior woodwork was finished with thick layers of shiny varnish in those days. This was the situation in our house when our predecessors covered the varnish with white paint. We later added another coat or two.

Now, what does this do to healthy banister-sliders? It gets them into trouble with their parents, because the slightest kick causes a nick. Yet, a banister's for to slide! So, by "happenstance" of the nicks, we planned and built an outdoor banister with no steps—a ladder, with a long two-by-six covered with sheet aluminum, slanting away from the ladder. There were also a couple of high swings hanging from the oak four-by-four which were supported by the ladder and the banister. A lot of "us," no doubt, crops out in our children. When Martin was a child, he never could get to the top of the climbing pole in the gym at school. Some of the kids would shinny right up, but he never got the knack. So, on the same bar that holds the swings, we hung a gaily-painted pole, blue at the top for the blue-ribbon climber; and the kids (and we) practice. (Of course, children don't climb poles in school now!)

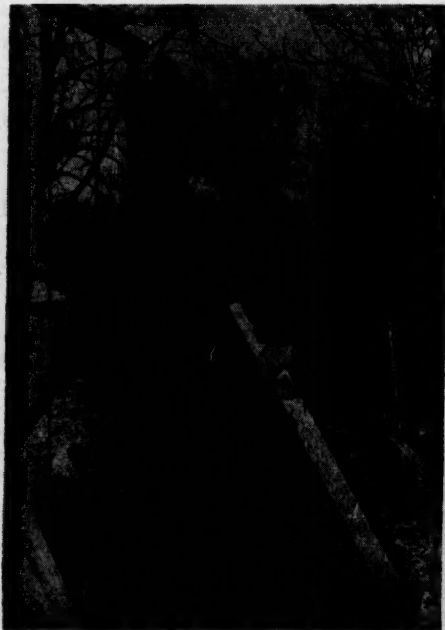
Not far from the banister and swings we placed some old railroad ties in a rough square, three or four feet high. This makes a wonderful fort or ship and a fine place for all of us to sit on Satur-

day lunch cook-outs. It didn't do, of course, for Tim at six to carry matches for starting fires any place; but burning the paper trash at a regular spot is a useful adventure. He could also start the fire for our wieners on Saturday noon.

We are busy people in our suburban household. Commuter-father, with the normal-through-Friday vocational week with its occasional evening meetings, is a lay leader in church and Sunday school, an alderman in the city of 1500 people where we live. Recently he finished a

A banister's for to slide!

Photos courtesy of Katherine and Martin E. Gardner, Jr.



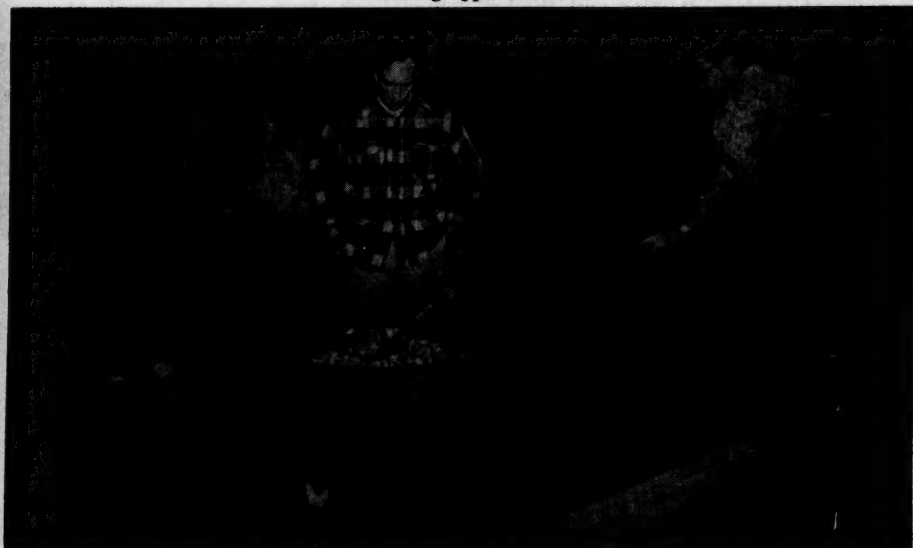
year as president of the elementary school PTA. Mother in this household is active in Girl Scouting, having been for ten consecutive years a leader of the troop that has taken our daughter Amy from Brownie days to high school Senior Scouting. Her church activities include keeping in touch with some ninety college-age people on the church rolls. Liz, Amy and Tim, our children, now nineteen, seventeen and twelve, are normal young people. Their activities range from senior class officer to school boy patrol, from dramatics club president to choir singer, to say nothing of "Fellowship" and scouting. Although we try to keep them relatively unorganized, Saturday noon often finds us all ready to eat about the same time. We take this opportunity for lunch in the sunshine with hot-dogs and "somoers." (Any Girl-Scouter can interpret.) We all love this for there aren't many dishes and the kids "stash" the wiener-sticks for the next time. Sometimes the neighborhood children join us; and on special occasions set aside by tradition friends, parents and children come and picnic.

Apple Butter Day

A long day at the fire spot is "Apple Butter Day." Stanley and Laura, who live in the next block, just happen to have a cider press and we just happen to have a huge old copper kettle — so we make apple butter every fall. This requires a hallowed week end in late September or early October. On Saturday we meet together to quarter, peel and core three or four bushels of apples. Of the six children in our respective households, it is a slug-gard, indeed, who doesn't join in turning the peeler or keeping the corers supplied with drinks of cider or carrying the peels to the compost pile. The kids and we have become proficient, for what formerly took a whole Saturday now takes just a good half day. We said, "takes a hallowed week end." Part of what we mean is that we all must set the time aside, we must plan for it well in advance, and we must make known the days involved to our families. In this way, there is little conflict of time and much of complete family participation.

Sunday of the "A-B" week end is climactic. Early in the day (actually in the

Padding apple butter



dark) Tim, his father and Stanley start the wood fire under the kettle which we clean first with vinegar and salt. The beautiful color of the copper is pleasure enough to overcome the sting of the brine in the tiny coring cuts in our fingers. Between 6:30 and 7:00 a.m. on an autumn Sunday morning is a chilly time, but Tim wouldn't miss seeing the stars then for anything. As apples and cider go in the kettle, he starts to push the long paddle which then is moved constantly all day—and most of the time by one child or another.

The young people and we come and go to breakfast, to Sunday school or church, to fix lunch, to carry or split wood, to prepare the jars. And around the fire and the kettle the children play; older ones do their homework and visit and sing with the autoharp. They toss a few bright shiny pennies into the kettle. These ultimately will be found in a jar of apple butter on a Sunday night to give a proper start to a week. Voices are raised if any tradition seems about to be broken. Even Liz, who is off to college, remembers Apple Butter Day and favors us with a letter saying that she misses that fun. It is a day of circles—starting with the kettle lip; around it, the path of the paddler who works round and round the kettle, avoiding the blue smoke; about that circle are the other folks on benches, the wheelbarrow, the chairs. Occasionally one person leaves but always returns to the circle, and we are all caught in the concentricity of fellowship and fun.

A Float Trip

Remembrance of the wood smoke and the bright sunshine at the copper kettle brings to mind another kind of glorious time we spent together—a “float” trip on the Meramec River. We five Gardners and a family of good friends: Mary, the other mother, is co-leader of the scout

troop with our household's mother-leader and a constant church worker; Mary's husband, Burton, is president of the Board of Education of our fine school system — high school, two junior high schools and twelve elementary schools. Out of their busy lives and after much planning long in advance, Mary and Burton, their Cathy and Bill, and we five Gardners “put in” at Campbell Bridge on the Meramec and some thirty hours later “took out” at Meramec State Park after floating or paddling downstream fifteen or maybe a thousand miles. Southern Missouri's sturdy folk learned long ago that their pretty clear streams with quiet eddys and rushing rapids could best be traversed with long box-like craft called “john-boats.” An accommodating native and two husky helpers met us at Campbell Bridge with three john-boats on a truck. We “histed” the boats over the pig-wire fence and slid them down the gravel bank to the water. Then our outfitter took off with our cars and we were left on the bank with a high hill of gear: tents, sleeping bags, blankets, water jugs, ice-box, gasoline lantern and stove, food in cans, loaves, boxes, cameras, binoculars, bird book, maps, rods, shovel, ax, dry clothes, air mattresses, even a textbook or two. Finally the “mountain of gear” was moved and stowed away. Into the smooth river we glided: three sweet young high school ladies in one boat, three “old” folks in another, two lads and one eager father in a third. John-boats are paddled and steered from the “aft” seat, although sometimes in still water the forward crew takes a paddle to help.

Down the beautiful water we meandered, sometimes the three boats close together, sometimes apart in the shade and then in the sun, singing, lolling, lazily casting obviously unenticing bait to a likely looking spot. Lunch time came quickly with “peaner” butter and canned

soup; but the caloric content was secondary to the short grace, the realization that we were families together, close to the soul-bearing soil and water, gifts of God.

We camped for the night on a gravel bar. Some pitched tents and laid out sleeping bags; others pumped and cut, poured and cooked. Of course, the teenage beauties washed their faces, combed their hair and "sticked" their lips. Then supper—and never was the simple so sumptuous. The sky was clear, the stars beautiful, the dawn damp and cold. But with some grey-dawn discipline, breakfast was fixed and devoured and camp was broken. Almost as the first sunbeams came across from the hills behind, we sat in the boats for Sunday's worship which Cathy and Amy had planned.

Sunday slipped away just as Saturday had done — almost. Our three young ladies came athwart a jealous Charybdis and sank their boat. However, they were good swimmers (which we knew) and outside of a little dampened dignity and stringy hair, there was no big loss. We

refloated them and theirs and late in the afternoon ended our float at the Park. We all agreed that "we have the most fun!"

One might ask: "Do you have the most fun only outside?" No, we do have much fun inside our house, too. But wherever or whatever, we have a three-part objective:

To enjoy, to serve, to express:

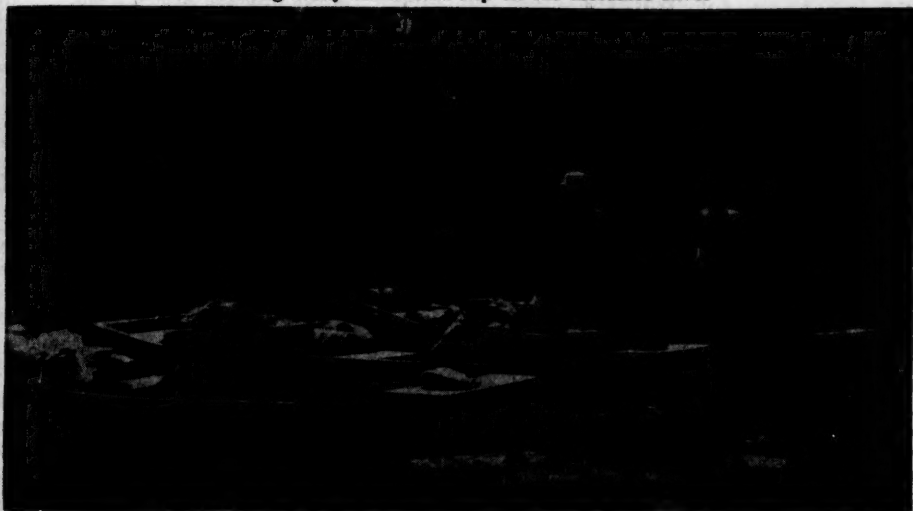
To enjoy—to do those things we can do which we enjoy and to enjoy those things which circumstances make it essential for us to do.

To serve—to serve God, our family and friends, our neighbors, in school, community and church.

To express—to our children, particularly, our love for them so that they know we love them; to others, our respect and concern.

And enjoying, serving, expressing, we do have the most fun sliding down the banister, picnicking in the back yard, paddling apple butter or boat—when, out of busy routines, we plan some things together, do some things together, remember some things together and thank together.

Getting ready for a float trip on the Meramec River



News HERE and THERE

By FRANCES HAMILTON

New ACE Branches

Fair Lawn ACE, New Jersey
Albuquerque ACE, New Mexico
Murray ACE, Utah
Maycrest College ACE, Davenport, Iowa

Reinstated ACE Branch

Elgin ACE, Illinois

Mildred English

Word has come of the death of Mildred English, long-time member of ACEI, on February 22. Miss English was teaching at the Woman's College of the University of North Carolina in Greensboro at the time of her death.

A Tennessean by birth, she made a contribution to education that was recognized and appreciated by people in all parts of the world. She began teaching in Tennessee and later served as assistant superintendent of schools in Raleigh, North Carolina. For almost twenty years she was director of the Laboratory School of Georgia State College for Women. On two occasions she served as education officer in Germany following World War II. In 1957 she received the International Educator Award of the Delta Kappa Gamma Society. Miss English's life was dedicated to education and especially to children. She was the author of several children's books and was deeply interested in children's reading. It was at her suggestion that ACEI and several ACE Branches gathered toys, textbooks and other materials for education centers set up in Germany following World War II.

Miss English will be greatly missed by people in education everywhere. Countless children have benefited from her influence in the preparation of teachers.

Toward the Childhood Education Center

The day of accounting the results of the year's accelerated program to acquire funds for the Childhood Education Center took place on Tuesday, March 31, at the ACEI Conference. Reports of ACE state presidents on

contributions to the Center were thrilling to hear. From April 1958 to March 14, 1959, contributions amounted to \$139,856.55. Many Branches have gone over the top with contributions averaging \$5 or more per member.

Note paper decorated in color with sketches of children from many lands was sold at the Childhood Education Center Information Table at the Conference. The Steering Committee for the Childhood Education Center is sponsoring this project to help bring up the average. All profits from the sale of the note paper go to the Building Fund. In the weeks before the Conference, members of the Arlington County, Virginia, ACE, the Montgomery County, Maryland, ACE, the District of Columbia ACE, ACEI staff members and a former staff member spent Saturday mornings at ACEI Headquarters counting and packaging the note paper.

Firms who do business with ACEI Headquarters and who manufacture materials or publish books for children have made significant contributions to the Building Fund, thus helping members of the Association in their valiant and determined efforts to own a debt-free Center.

Participation in raising funds for the Center has assumed global proportions. In recent months contributions have come from Saudi Arabia, Guatemala, Puerto Rico, Sweden, Korea and Taiwan.

Eleanor Farjeon Awarded Regina Medal

Eleanor Farjeon, one of children's favorite authors, is the first recipient of the Regina Medal, awarded by the Catholic Library Association. This newly established award in children's literature is bestowed on a writer, editor or illustrator, not for a single work or series of works, but for the lifetime work of the individual.

It was impossible for Miss Farjeon to be present in Chicago on March 30 to receive the award in person. Edward Ardizzone, who has illustrated a number of Miss Farjeon's books and is a favorite children's author in his own right, journeyed from England to accept the medal for her.

On the day following the award of the medal, Mr. Ardizzone was in St. Louis to talk with registrants at the ACEI Conference.

CHILDHOOD EDUCATION

How Do Your Children Grow?

How Do Your Children Grow? the second ACEI membership bulletin for 1958-59, is now off the press. Child growth and development facts are generously illustrated with many examples from home, school and community. Copies of this thirty-two page bulletin are available from ACEI Headquarters for seventy-five cents.

Children's Books for \$1.25 or Less

There are many books for children available in the neighborhood grocery store, drug store and five and dime. Some are very good. Others are questionable. *Children's Books for \$1.25 or Less* is an important and up-to-date guide for selecting the best of these relatively inexpensive books for children. This ACEI bulletin came off the press on March 15. Thousands of books were reviewed by a committee under the leadership of Helen Suchara, Wayne State University, Detroit. The bulletin is available from ACEI Headquarters for seventy-five cents.

Director for White House Conference

A director has been chosen for the 1960 White House Conference on Children and Youth. Ephraim R. Gomberg, a Philadelphia lawyer, has been appointed to this important post. During the next twelve months, Mr. Gomberg will devote his entire time to the

direction of planning for the Golden Anniversary Conference to be held in Washington, D. C., next March.

AASA and Kindergartens

The American Association of School Administrators adopted some forceful resolutions at their 1959 Conference held in Atlantic City in February. Of striking importance to ACEI is the resolution on kindergartens. The resolution is a restatement of the beliefs long held by truly professional administrators and conscientiously put into practice by many. It reads: "In view of the need for constantly improving the quality of public education at every point, the Association reaffirms its belief that the kindergarten level is an essential and integral part of the community's educational program."

NANE Conference

The National Association for Nursery Education will hold its biennial conference in Los Angeles June 17-20, with headquarters at the Statler Hotel. The conference will provide opportunities for people interested in very young children to confer with each other, to learn of new research developments, and to augment their resources for work with children.

Congratulations are due the National Association for Nursery Education for the new and professional format of the *Journal of Nursery Education*.

Gift to ACEI Building Fund

I hereby give to the Building Fund of the Association for Childhood Education International, a corporation organized under the laws of the District of

Columbia and now having offices at 1200 15th Street, N.W., Washington 5, D. C., the sum of _____ Dollars.

SIGNED _____

ADDRESS _____

ENCLOSED \$ _____ DATE _____

☐ I AM A MEMBER OF _____ ACE BRANCH

☐ I AM AN INTERNATIONAL MEMBER ☐ I AM NOT A MEMBER Gifts to Building Fund are tax exempt.

APRIL 1959

367

Books for Children

Editor, ELIZABETH HODGES

Folklore and Fantasy

The Elementary Book Evaluation Committee of Baltimore County, Maryland, has assisted in choosing and annotating the following books in the field of folklore and fantasy.

THE ENCHANTED BOOK. By Alice Dalgliesh. Illustrated by Concetta Cacciola. New York: Charles Scribner's Sons, 597 5th Ave. Pp. 246. \$3.95. This well-loved collection of fairy tales, long out of print, is now available in Scribner's Illustrated Classics edition. The stories are favorites with children and the book is beautifully designed and illustrated. Ages 9-12.—E.H.

THE FAIRY TALES OF HANS CHRISTIAN ANDERSEN. By Hans Christian Andersen. New York: Orion Press, Inc., 350 5th Ave., 1958. Pp. 355. \$4.95. This is the most interesting and unusual of the several editions of Andersen stories to appear during the past year. The twenty-five full-color paintings with

which the tales are illustrated were chosen from 4,000 submitted by children from all over the world in a contest honoring Andersen's 150th anniversary. A good translation and a beautiful book. Ages 9-12.—E.H.

THE GOLDEN PHOENIX AND OTHER FRENCH-CANADIAN FAIRY TALES. By Marius Barbeau. Retold by Michael Horneyansky. Illustrated by Arthur Price. New York: Henry Z. Walck, Inc., 101 5th Ave., 1958. Pp. 144. \$3. Although these stories are familiar through other variants, they have a distinct flavor of their own. An attractive addition to the fairy tale collection. Ages 8-12.—Reviewed by RUTH BULL, librarian, Mars Estates Elementary School, Baltimore County, Md.

JAPANESE CHILDREN'S FAVORITE STORIES. Edited by Florence Sakada. Illustrated by Yoshisuke Kurosaki. Rutland, Vt.: Charles E. Tuttle, 1958. Pp. 120. \$3.50. This is a new edition of a book first published in 1953. The twenty brief, amusing stories are charmingly illustrated by an artist whose every brush stroke is typically Japanese. Although the material centers around the



-it's your Guide to Playthings with a Purpose


Descriptions, illustrations, objectives, of more than 400 new approved items of educational work and play materials to enable you to select and purchase durable, pedagogically sound equipment for your kindergarten or primary classroom.

Write today to Dept. CE-62 enclosing 25c

EDUCATIONAL PLAYTHINGS
a division of
The American Crayon Company
Sandusky, Ohio New York



HANDBOOK OF
EDUCATIONAL
PLAYTHINGS



NEW 1959 COLLIER'S ENCYCLOPEDIA

The new 1959 Collier's Encyclopedia offers a New Dimension in planned, progressive expansion based on the reference needs and interests of modern readers.

This new edition combines 427 completely new authoritative articles with over 900 new illustrations to provide the most timely information you can possibly get in an encyclopedia.

A total of 1,719 articles have been added or revised. They reveal Alaska as the 49th State; Pope John XXIII as head of the Catholic Church, results of the I.C.Y. and many more such timely subjects. Willy Ley contributes a fascinating article on *Space Travel*. *Space Satellites*, *Guided Missiles*, *Rockets* have been completely up-dated and expanded again. A new, brilliantly executed sequence of full-color acetate transparencies vividly portray the internal structures of the human body.

Collier's Encyclopedia is recommended by every Educational and Library Agency that evaluates encyclopedias.



FREE BOOKLETS: 1. Enriching the General Science Curriculum
2. Space Satellites 3. Rockets and Satellites

WRITE TO: EDUCATIONAL DIVISION
COLLIER'S ENCYCLOPEDIA, 640 Fifth Avenue, New York 19, N. Y.

Scribner books

JEANNE-MARIE AT THE FAIR

Françoise—2 and 4 color illus. by the author. Here is Jeanne-Marie—and all the gaiety and fun of a village fair. Side sewn, washable. Ages 4-7. \$2.95

SAINT FRANCIS AND THE ANIMALS

Lee Politi—2 and 4 color illus. by the author. A colorful story of the saint who loved all living creatures. Side sewn, washable. Ages 5-8. \$2.95

JANE LIKES PICTURES

Elisabeth MacIntyre—2 and 4 color illus. by the author. Jane and her friends have fun with drawing. Side sewn, washable. Ages 4-8. \$2.75

HOUSES FROM THE SEA

Alice E. Goudey—4 color illus. by Adrienne Adams. A beautiful introductory picture book about seashells. Side sewn, washable. Ages 4-8. \$2.95

HERE IS ALASKA

REVISED STATEHOOD EDITION

Evelyn Stefansson—Illus. with map and 72 photos. A vivid, up-to-date portrait of our newest state. Older boys, girls. \$3.50

AMERICA BEGINS

Alice Delglish—Pictures in 2 and 4 colors by Lois Maloy. Revised Edition. A first history of the exploration of America. Side sewn, washable. Ages 7-10. \$3.00

YOUNG AMERICA'S COOK BOOK

COMPLETELY REVISED AND EXPANDED
The Home Institute of the New York Herald Tribune. Revised by Dorothy Callahan and Alma Smith Payne. New Photographs. A comprehensive cook book for young people. Ages 12 and up. \$3.50

AQUARIUM BOOK FOR BOYS AND GIRLS

Alfred P. Morgan—Drawings and photos. Newly revised—a standard book on keeping fish in home aquariums, and frogs, turtles, etc., in vivariums. Ages 8-12. \$3.00

CHARLES SCRIBNER'S SONS



familiar themes of folklore—the simpleton who outwits the wise man, the wicked step-mother who gets her just deserts, the magic talisman which brings good luck—the stories have national twists which make them unique. Ages 6-10.—E.H.

OLD ITALIAN TALES. Retold by Domenico

Vittorini. Illustrated by Kathryn Fligg. New York: David McKay Co., Inc., 55 5th Ave., 1958. Pp. 110. \$3. The author of these stories says that they were chosen to illustrate the fact that culture and art are universal and that human nature has not basically changed throughout the centuries. Many of the tales are familiar ones modified by many retellings to reflect the Italian scene and character. All are brief, fast paced and told in excellent literary style. Ages 7-10.—E.H.

THE SHEPHERD'S NOSEGAY: STORIES

FROM FINLAND AND CZECHOSLOVAKIA. Retold by Parker Fillmore. Edited by Katherine Love. Illustrated by Enrico Arno. New York: Harcourt, Brace & Co., 730 3rd Ave., 1958. Pp. 192. \$3. These eighteen stories, selected from three of Parker Fillmore's out-of-print books, are fairy tales at their best. They are full of humor, adventure and wisdom and are retold in a direct, breezy style admirably suited to storytelling. Most of the tales are familiar, either in this or in some other version (for instance, *The Mighty Mikko* is the Finnish *Puss in Boots*); but others are less well known. Ages 8-12.—E.H.

THE SULTAN'S FOOL AND OTHER

NORTH AFRICAN TALES. By Robert Silstrap and Irene Estabrook. Illustrated by Robert Greco. New York: Henry Holt & Co., 383 Madison Ave., 1958. Pp. 95. \$2.75. The authors of this book heard these tales while they were living in North Africa. They tried them out on American children, who were delighted with the stories and begged that they be "put in a book." This attractive and amusing collection is the result. The authors warn the reader not to expect they-lived-happily-ever-after endings but to be prepared for surprises. Many of the tales are variants of the Hodja stories (Kelsey, Alice. *Once the Hodja*. Longman's, 1943. \$2.75). The humor and wisdom of these stories make them especially suited for storytelling. Ages 7-11.—E.H.

(Continued on page 372)

CHILDHOOD EDUCATION



Announcing The PUTNAM Series In Education

Ole Sand and Elaine Cook CONSULTING EDITORS

... and these outstanding first volumes

Father To The Child

*Case Studies of the Experiences of
A Male Teacher with Young Children*

By EVERETT S. OSTROVSKY, Queens College.
Cases drawn from the "real lives of real people" fortify the renewed conviction that many young men are beginning to feel—that they, too, are needed as teachers of small children. 200 pages, \$3.75

Fives At School

By ELEANORA MOORE, Wayne State University.
Focuses attention on how schools may improve programs of group experience for five-year-olds of varying backgrounds in different school communities.
In Press—Ready for Fall Classes

The Child's World

His Social Perception

By FRANK J. ESTVAN, University of Wisconsin, and ELIZABETH ESTVAN. Discusses why it is important to know about children's social perception, how elementary school children perceive common life situations, how various groups of children differ, and what conclusions are warranted regarding children's social perception.
In Press—Ready for Fall Classes

INDIVIDUALIZED READING

By JEANETTE VEATCH, University of Illinois. Emphasizes the ways of managing a classroom during a reading period. The book describes, explains, and supports an individualized reading program, and presents examples of individualized reading in action.
In Press—Ready for Fall Classes

SPURS TO CREATIVE TEACHING

By LAURA ZIRBES, Professor Emeritus, The Ohio State University. Although this is her first book. Dr. Zirbes has long been an outstanding contributor to educational literature. Her close identification with "creative teaching" insures in this presentation a timely and personal commitment. 400 pages, \$5.75

GETTING DOWN TO CASES

A Problem Approach to Educational Philosophizing

By ROBERT L. BRACKENBURY, University of Southern California, with a Foreword by John S. Brubacher. Employs the inductive or case approach. Each chapter deals with some crucial problem, such as discipline, democracy and the teaching of controversial issues, the gifted, and social stratification. Each chapter has three parts: a problematic situation, possible solutions, and analyses of solutions. 217 pages, \$4.00

HOW TO GET THE BEST EDUCATION FOR YOUR CHILD

By BENJAMIN FINE and LILLIAN FINE. Written for parents who want to understand school affairs and for teachers who want to be prepared to answer parents in their own terms. A world famous reporter-educator and his wife tell through stories and facts how a good education can be assured. 256 pages, \$3.95

Send for your on-approval copy today

G. P. PUTNAM'S SONS

Educational Division

210 Madison Avenue, New York 16, N. Y.



APRIL 1959

371

SWISS-ALPINE FOLK-TALES. *Retold by Fritz Müller-Guggenbühl. Translated by Katharine Potts. Illustrated by Joan Kiddell-Monroe.* New York: Henry Z. Walck, Inc., 101 5th Ave., 1958. Pp. 225. \$3.50. Another addition to the Oxford Myths and Legends series, this is principally a legend and folklore collection. It begins with the story of William Tell and the founding of the Swiss Confederation and, as in *The Three Sneezes*, many of the legends explain natural features of the country. This very pleasant and unusual selection ends with some of the legends of the early saints of Switzerland. *Ages 8-12.* Reviewed by KATHARINE PARRY, librarian, Towson Elementary School, Baltimore County, Md.

Other recent additions to this excellent series are Barbara Picard's *German Hero-Sagas and Folk-Tales* and Nada Curcija-Prodanovic's *Yugoslav Folk-Tales* (Walck, \$3.50 each).

TREASURE OF GREEN KNOWE. *By L. M. Boston. Drawings by Peter Boston.* New York: Harcourt, Brace & Co., 750 3rd Ave., 1958. \$3. In 1955 there appeared that rarest

of all types of children's books—a successful fantasy. Lucy M. Boston's *Children of Green Knowe* told of a small boy, Tolly, who goes to visit his great-grandmother in a centuries-old English house. No sooner has he arrived than three children of the past reappear to become his playmates. The skill of the author's storytelling and the charm of her style make it easy for readers to follow Tolly on his excursions into other times and back again and to participate vicariously in his delightfully mysterious adventures. *Treasure of Green Knowe* continues these adventures in an even better story whose fine characterization of a blind girl and her West Indian companion is an achievement of the first order. A delightful evocation of the past in a book comparable in quality to E. B. White's *Charlotte's Web* and Mary Norton's *The Borrowers*. *Ages 9-12.* —E.H.

Science

THE DEEP SEA. *By Marie Neurath.* New York: Sterling Publishing Co., Inc., 121 24th St., 1958. Pp. 36. \$2.50. This colorful book features pictures of fish and other



**community
playthings**

Did You See It At St. Louis?

The Variplay Construction Set, we mean. If yes, 'nuf said! If not, then you ought to see it—along with a lot of other imaginative sturdy pieces—in our new 1959 catalog just off the press. Yours for the asking.

Just drop us a line

Dept. 80
Rifton, N. Y.



A·C·E·I· approved Games!

FOR SCHOOLROOM USE



MATH MAGIC

Features 3 modern games that promote skill in Addition, Subtraction, Multiplication, Division.

No. 221 \$3.00



TOP SCHOLAR

The world-wide knowledge game features Famous Landmarks, Principal Cities, Historical Events, National Heroes

No. 222 \$2.00

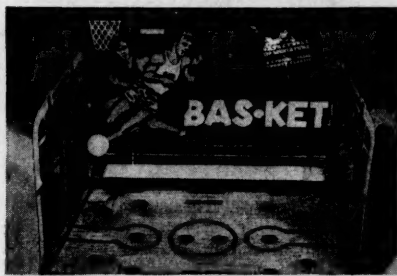


AIRLINES LOTTO

Modern Lotto with a new approach — built around authorized insignia of leading Domestic and Foreign Airlines.

No. 227 \$2.00

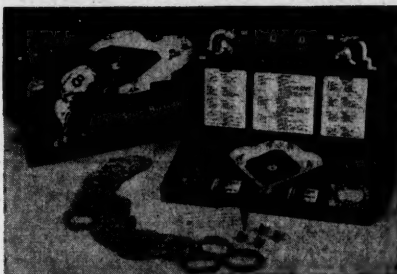
FOR PLAYROOM USE



BAS-KET

With mechanically controlled levers that throw ball in basket. It's real basketball in miniature.

No. 165 \$5.00



ALL-STAR BASEBALL

The most popular baseball game ever made. Based on actual batting records of stars of the big leagues.

No. 183 \$2.50



ALL-AMERICAN FOOTBALL

Based on modern football strategy, duplicates actual football situations.

No. 228 \$2.50

CADACO-ELLIS, INC.

Originators of Games

1446 MERCHANDISE MART

CHICAGO 54, ILLINOIS

NEW YORK SALESROOM . . . 200 FIFTH AVENUE



A Children's Story for Parents

LITTLE BROTHER

Stories and pictures

by CHARLOTTE BAKER

Jealousy and resentment of a new baby, with few exceptions, is a universal problem. While children will enjoy finding out how one small boy, with the aid of his dog and a puppy, solves the problem for himself, parents will find much to ponder in this deceptively simple but pertinent story. The book speaks to mothers and fathers as well as to big and little brothers.

Ages 7-10

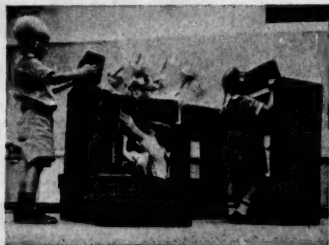
\$2.50

DAVID McKAY COMPANY, INC.
119 West 40th Street, New York 18

strange creatures that live deep in the sea. There are pictures and brief descriptions, for example, of animals of the jungle sea of the Mid-Atlantic and of the polar regions. How the large animals eat the small ones is explained. The migration patterns of some sea animals are illustrated with maps. *Ages 8-12.* Reviewed by PAUL E. BLACKWOOD, consultant, elementary science, Office of Education, Department of HEW, Washington, D. C.

SCIENCE CAN BE FUN. By Munro Leaf. Philadelphia: J. B. Lippincott Co., E. Washington Sq., 1958. Pp. 48. \$2.75. An introduction to science illustrated with the author's own drawings. The book has many suggested activities by which children learn how to go about getting the truth about things in the world. It gives much information, but its intention primarily is to stir children's enthusiasm for investigating. *Ages 8-12.*—P.E.B.

THERE'S ADVENTURE IN ROCKETS. By Julian May. Chicago: Popular Mechanics Press, 200 E. Ontario St., 1958. Pp. 192. \$2.95. Information on rockets indirectly presented through the experiences of a boy



WHOPPER BLOCKS

Whopper Blocks, at a fraction of the cost of hollow wooden blocks make it possible for every kindergarten or first grade to have the advantage of large scale, construction materials. Six sets or seventy-two blocks is about right for a room of 25-30 children

\$5.95 per set of 12 blocks

Send for free kindergarten equipment catalog or order from

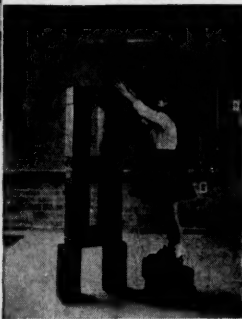
Schoolcraft Inc.

940 Wealthy S.E.

Grand Rapids, Mich.

WHOPPER BLOCKS

--- Made of corrugated
fibre board to
last for years in
rough kinder-
garten use



who, with his friends, explores all aspects of modern rocketry, including a visit to Cape Canaveral. The book includes a glossary of rocket terms. Illustrated in color. *Ages 10-14.*—P.E.B.

THE WORLD OF SCIENCE. By Jane W. Watson. New York: Simon & Schuster Publishers, 630 5th Ave., Rockefeller Center, 1958. Pp. 216. \$4.95. This large and extremely colorful book deals with the frontiers of thinking and experimenting in seven major science fields: geology, chemistry, astronomy, mathematics, physics, biology and engineering. Some parts seem difficult, but the beauty of the book will lead every reader on and on. A Deluxe Golden Book. *Ages 12 and up.*—P.E.B.

YOU AND THE EARTH BENEATH US. By Julian May. Chicago: Children's Press, Jackson Blvd. & Racine Ave., 1958. Pp. 63. \$2. A book about mountains, volcanoes, earthquakes, caves, glaciers and other features of the earth's surface. Many full-page drawings in sepia and black illustrate the processes at work changing the earth. *Ages 10-14.*—P.E.B.

FROM *Abacus* To *Zoo lotto* **EVERYTHING** for

- NURSERY SCHOOL
- KINDERGARTEN
- PRIMARY GRADES
- CHILD CARE INSTITUTIONS

EQUIPMENT FOR IN and OUTDOORS

BUILDING BLOCKS AND ACCESSORIES
TRANSPORTATION TOYS
PUZZLE PLAQUES, GAMES
TABLES AND CHAIRS
ALUMINUM REST COTS
PLAYGROUND EQUIPMENT
ARTS AND CRAFT SUPPLIES
RHYTHM BAND INSTRUMENTS
CHILDREN'S BOOKS, RECORDS

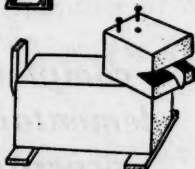
Write for illustrated catalog No. 20-C

NOVO

EDUCATIONAL TOY AND
EQUIPMENT CORPORATION

585 SIXTH AVENUE, NEW YORK 11, N. Y.

2 special books for creative readers



A Workshop of Your Own

by Martha Lincoln and Katharine Torrey. For children who like to work with their hands, this is a highly original approach to the use of tools. Fourth graders (and up) can read, understand, and follow the directions, and make the suggested toys—all in a home workshop. Everything included has already been successfully tested in the authors' own Bantam Workshop. Diagrams. March 25 \$2.50



Miracle Plays

adapted by Anne Malcolmson. This collection of seven medieval miracle plays is characterized by a simplicity and directness that makes it ideal for present-day production. Original sources, a few Olde English words, and delightful illustrations by Pauline Baynes convey the flavor and authenticity of early England. Introduction and Glossary. *Ages 10-14* April 14 \$3.00

write for our free, illustrated catalogue

Houghton Mifflin Company • 2 Park Street, Boston

Books for Adults

Editor, ELIZABETH KLEMER

ILLUSTRATORS OF CHILDREN'S BOOKS

1946-1956. By Ruth Hill Viguers, Marcia Dalphin and Bertha Mahoney Miller. Boston: The Horn Book, Inc., 1958. Pp. 299.

\$20. This large, beautiful book is a supplementary volume to the one which included the years 1744-1945. It contains not only American artists but also outstanding English and European ones. Anyone interested in the art of illustrating children's books will find this an exciting book. All those concerned with children's books will discover that it is a treasure with valuable information on all that is involved in illustrating a book for children. Great changes in recent years have affected children's books and one can appreciate the tremendous advances made in this field in spite of problems. Ideas and techniques are given which add to the reader's understanding of good books. Sixty illustrations, biographies of artists and bibliographies of their books also make this a complete re-

source book that will be timeless in value.—E.J.K.

RESEARCH IN THE THREE R'S. By C. W.

Hunnicutt and William J. Iverson. New York: Harper & Bros., 49 E. 33rd St., 1958.

Pp. 446. \$6. This outstanding resource book edited by the authors is a contribution to professional literature. *Research in the Three R's* has been a needed volume to give additional up-to-date scientific bases for the educational theories on the Three R's today. Recent controversies over teaching procedures in and out of the education profession have made it imperative that such issues be clarified. Those responsible for education of our nation's children need ample support for the valid procedures they have used. They need more information to help them move forward and change according to findings of the most recent research. Here is help for those seeking summaries of studies with documentation.

The Three R's, as given, are (1) reading; (2) writing that includes spelling, grammar and composition; (3) arithmetic. Another important part of the book includes "Needed Research." This section gives suggestions for additional research, the need for awareness

THE GINN READING PROGRAM

Basal readers 1-8; primary enrichment readers; book-length stories. Senior author—David H. Russell

ARITHMETIC WE NEED—Buswell • Brownell • Sauble (Gr. 3-8)

NUMBERS WE NEED—Brownell • Weaver (Gr. 1-2)

TIEGS-ADAMS SOCIAL STUDIES SERIES (Gr. 1-9)

LANDS AND PEOPLES OF THE WORLD

Glendinning—Series Advisors (Gr. 4-7)

OUR SINGING WORLD

Pitts • Glenn • Watters • Wersen (Gr. 1-9)

HEALTH FOR BETTER LIVING

Hallock • Allen • Thomas (Gr. 1-8)

SCIENCE TODAY AND TOMORROW

Craig and others (Gr. 1-8)

LEARNING TO SPELL—Yookam • Daw (Gr. 2-8)

a
complete
elementary
program

GINN AND
COMPANY

Home Office: Boston

Sales Offices: New York 11

Chicago 6 Atlanta 3

Dallas 1 Palo Alto

Toronto 16



Representative recent titles added to the series



"FIRST BOOKS should be found in every library to help children find answers to their 'first' questions . . . Information is presented differently in each book . . . Large type and profusely illustrated pages make them extremely attractive to children."—*Grade Teacher*



The FIRST BOOKS

*offer more to interest children
and to stimulate supplementary reading
than any other group of informational books
for young people*

Supplied at no extra cost in the

Watts Guaranteed Library Binding

—guaranteed for satisfactory library service, or the book replaced free of charge

**Over 30 First Books to choose from in
Social Studies subjects**

The FIRST BOOK of—

Antarctic
Archaeology
Canada
Conservation
Cotton
Cowboys
Early Settlers
England
Eskimos
Festivals
Firemen
Food

France
Glass
Hawaii
Holidays
India
Indians (American)
Israel
Italy
Japan
Mexico
Negroes

New England
Norse Legends
Nurses
Panama Canal
Pioneers
Roads
Soviet Union
Supermarkets
West Germany
West Indies
World War I
World War II

ALL in the Watts Guaranteed Library Binding

ALL printed in LARGE, CLEAR TYPE

ALL fully illustrated

ALL checked and double-checked for accuracy, authority, and clarity of text

ALL 7% x 8% size

ALL at the net price of only \$1.46 each to Schools and libraries

FREE

Send for new 44-page Dewey Classification Catalog of over 100 First Books and other publications of Franklin Watts, Inc., of help to teachers of all grades. Address Dept. CE

FRANKLIN WATTS, Inc.

A Division of The Grolier Society Inc.

575 Lexington Ave., New York 22, N. Y.

of unexplored areas and the recognition of the need for change when there is adequate data to prove such change is best. Any educator, college student or intelligent citizen accepts challenge to theories and objectively examines evidence on both sides of the controversy without prejudice. This volume contains a wealth of information for those who want to know the most recent research in the Three R's.—E.J.K.

EDUCATIONAL PSYCHOLOGY. By James M. Sawrey and Charles W. Telford. Boston: Allyn & Bacon, Inc., 41 Mt. Vernon St., 1958. Pp. 498. \$5.95. Any textbook which attempts to cover the entire field of educational psychology in one volume of reasonable length must necessarily sacrifice depth for breadth. It is to the credit of Sawrey and Telford that they have covered learning, measurement, development, mental health and guidance without becoming too shallow. The authors suggest that the ideal textbook in educational psychology should provide the teacher or prospective teacher with nine elements. They are not to be censored for falling somewhat short of this ideal; rather to be censored is the idea that any single book could attain it.

The strongest feature of this text is its practicality. Complexities of psychology are effectively translated into a useable framework of classroom practice. Chapters are devoted to such important facets of learning as motivation, permanence and transfer. Chapters on growth and development, while treating each aspect separately, manage to retain a focus on the child as a total organism. It is a pleasure to find chapter summaries that are more than mere afterthoughts.

While this text should serve with distinction in appropriate college classes, it should be more valuable than most as reference or review for the experienced teacher.—Reviewed by MANFRED H. SCHRUPP, dean of education, San Diego State College, Calif.

TALKS WITH TEACHERS. By Alice Keliher. Darien, Conn.: The Educational Publishing Corp., 1958. Pp. 148. No price given. Alice Keliher has given teachers, students, parents and citizen groups invaluable help through the years with her deep insights, guidance and dynamic leadership. She has stimulated the individual to constructive action and inspired large audiences from the lecture platform. *Talks with Teachers* shows her gift of dynamic communication through the printed word as well. It reflects the sound basic prin-

ciples for which she has worked during the past years of rapid advancement and days of doubt. The original articles were written during some of our darkest days of world turmoil, yet they inspire faith in the future and a will to give children the benefit of the best knowledge and opportunities available.

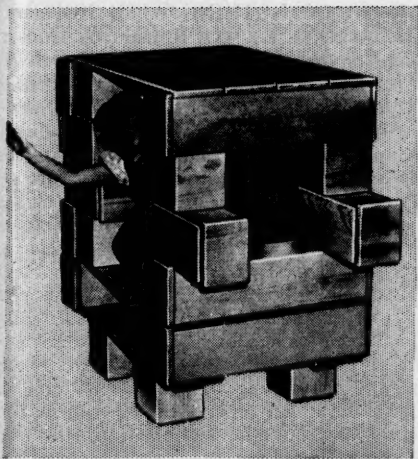
The author points out the choice that must be made in education between creativity and conformity. She contends that teachers are people too and summarizes their responsibilities and opportunities. She writes of creative teaching in the classroom encompassing all areas of the curriculum. The relationship of parents and teachers as partners is carefully analyzed.

Every teacher, supervisor, administrator or other person concerned with the education of children should have an opportunity to know this book. It represents documentation of a high order by a specialist educated in the scientific method who can interpret her findings gained through everyday living and from recent research.—E.J.K.

CREATING WITH PAPER. By Pauline Johnson. Seattle: University of Washington Press, 1958. Pp. 207. \$6.50. This well-written and beautifully illustrated book representing paper art work from over the world will be a joy to teachers, students and all those concerned with such work at any level or with any group. It is an important contribution in these times when original multidimensional hand craft is a part of bulletin boards, displays, demonstrations and activities of various kinds. Trevor Thomas, British art educator, formerly with UNESCO in Paris, says that art experts will appreciate having so much information and such a wealth of illustrative examples conveniently assembled. For students, it describes basic techniques and provides high standards of design. Classroom teachers will find it an invaluable source of inspiration and a guide to sound educational principles and practice. Those needing help with arts and crafts projects at school, church school or camp and with youth groups will treasure this book.

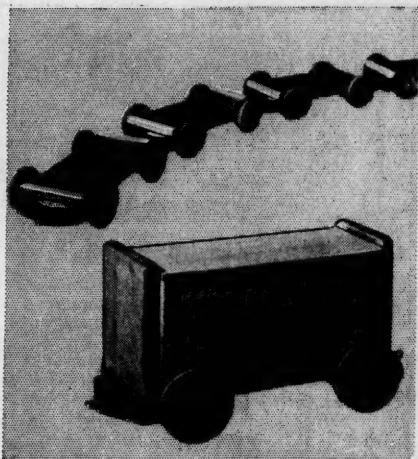
Ideas for special days and occasions can stimulate all kinds of creative activity. One cannot help but gain greater appreciation for the creations with paper from various cultures throughout the world of the past and the present. The section on "Exploring" will give many ideas for freeing children to work creatively, many of which could also apply to their elders.—E.J.K.

(Continued on page 380)



safe, steady jumbo-blox LOCK!

Yes, easy, interlocking Mor-Pla blocks build big safe things for play: stores, bridges, houses—even space ships. Clear kiln-dried pine, 12 12" blocks, 4 boards \$30. 6 24" blocks, 4 boards \$30. 12 6" cubes \$17.50



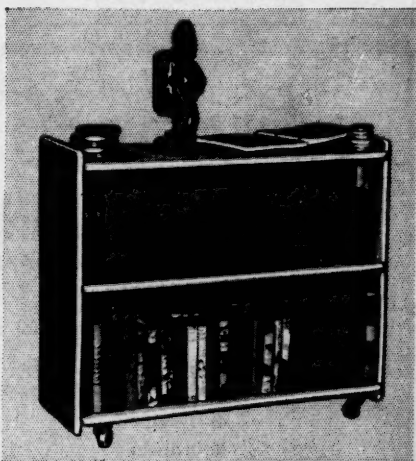
4-car train children can ride

Over five feet long! Four flat cars of birch plywood on sturdy wheels (will support an adult). Use alone or with your own Mor-Pla blocks locked on. Basic 4-car train (blocks not included) \$18.50



truck and table—in one

You can move chairs, store hollow blocks, borrow heavy equipment on this light, handy truck. Top locks on handles—a table on wheels for demonstrations, projector shows. \$37.50



twice the shelf space—on wheels

Holds 12 feet of books, yet only 37 inches wide. Rolls where you want it—on quiet casters. Blonde hardwood bookcase with shelves on both sides. Unfinished, \$36. (Natural stain-resistant finish \$45)

Prices f.o.b. Birmingham, Michigan

REQUISITION NOW! WRITE DIRECT TO: mor-pla

R. H. Stone Products

Department C-4

P. O. Box 414

Detroit 31, Michigan

APRIL 1959

379



Play Kiddie Kards®

—and help children learn to read, spell, co-ordinate, observe. This game for 4 to 10 year olds—Mom or Dad may try a hand too—comes in a set of 24 thick bright colored cards, each picturing a different animal. Each card is cut in half—the game is to match the right head and tail with the proper legs and feet. Two or more can play.

\$1 POSTPAID

PERSONALIZED BOOKPLATES

for children and adults. BOOK-LENDERS RECORD and other gift items. Write for FREE CATALOG.

ANTIOCH BOOKPLATE COMPANY
Yellow Springs 4, Ohio

HOW TO DO NOTHING WITH NOBODY ALL ALONE BY YOURSELF. By Robert Paul Smith. New York: W. W. Norton & Co., Inc., 55 5th Ave., 1958. Pp. 125. \$2.95. This entertaining little book for children could also be enjoyed by parents and grandparents who remember the many things they did by themselves as children, such as playing mumbly-peg or making spool tanks. Most of the delightful pastimes included in this book were carried by word of mouth from one generation and season to another. In a delightfully clever book, Robert Smith has written them down for children today who live in such a highly organized society that they might otherwise miss them. These real and fascinating things give children a chance to be active and to experiment for themselves. Only the author of *Where Did You Go? Out. What Did You Do? Nothing.* could write this book in such a delightful, folksy style that will charm young and old alike.—E.J.K.

FAMILY READING FESTIVAL. *Stories and Poems to Read Together.* Selected and edited by Frances Cavanah. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958. Pp.



CHILD-LIFE AND PLAY-SPECIALTY ASSOCIATION

STURDY WOODEN FRAMES

for indoor and outdoor climbing, dramatic play

ADJUSTABLE ROPE SPECIALTIES

adapted to doorways, porches, trees, frames

- swings
- rope ladders
- trapezes
- cargo nets
- double bronko swing—holds one to four, pumps easily, hangs anywhere
- soft-n-heavy punching bag—slow action, hung with rope

EASY-GRIP HOLLOW BLOCKS AND BOARDS

The happiest idea yet in large block play

Send today for illustrated catalog

HOLLISTON, MASS.

TEL. GARDEN 9-4639

*You name it—we make it—or know where you can get it!

326. \$5.95. This excellent collection of reading material will suit the interests and needs of every family member. The "Seven-Books-in-One" include stories of family, adventure, animals, tall tales and laughter, enchantment, poetry and wisdom.

The well-selected stories—a wide variety from old favorites as well as new—give a feeling of security, inspire and produce feelings of suspense or laughter. Whether read separately or aloud in a group, they provide enjoyment for all ages. For older members many will renew "old acquaintances," and for younger members the collection will be a stimulus for widening reading interests. When a story is particularly enjoyed, it creates a desire to read the complete books from which the selection was taken. A collection like this is an excellent introduction to the best children should read and to the authors they should know.

This is a book that will never be out of date for within it are the favorites that enrich the lives of its readers.—Reviewed by AILEEN J. BIRCH, assistant professor of education, San Diego State College, Calif.

VALUES IN CULTURE AND CLASSROOM.

By H. Otto Dahlke. New York: Harper & Bros., 49 E. 33rd St., 1958. Pp. 555. \$6.

Values in Culture and Classroom devises a setting for the educational process and the school through focusing on the value orientation of various facets of community life and the institutional order and structure of the school. The suggested value typology includes: The Religious, the Nativist, the Market Value, the Common Man and the Humanist value orientations. Each type is analyzed according to its views on ultimate ends, character structure and life organization, concept of person, competition, cooperation, wealth and property, social change, intelligent inquiry, creativity and attitudes toward war. Although similarities exist between the five orientations, the analysis of their differences forms a logical rationale for conflicts and crises in education today. These differences become even clearer through examination of the social images, toward which special groups wish to socialize their young. On the basis of content analysis of documents, testaments and hearings, the schools are seen to be an area of conflicting

FREE

catalog of
science materials
for young people

Pre-tested, Age-Graded Equipment... Kits...
Instruments... Toys... Records... Books...

Now, for the first time, one central source for the most stimulating, enlightening and entertaining scientific materials for bright young minds... painstakingly tested and selected (or specially designed) in consultation with practicing scientists and educators. Thirty-six illustrated pages of fascinating items for youngsters from pre-school to high school age... in a wide range of science subjects from astronomy to magnetism, from chemistry to nature study... with emphasis on projects for classroom use by teacher and student. Send for your FREE catalog now.

SCIENCE MATERIALS CENTER

A Division of The Library of Science
59 Fourth Ave., Dept. M-17 N. Y. 3, N. Y.



PLASTIC APRONS



JUST THE THING to
protect lower grade
youngsters' clothing during the painting period.
Clear plastic, 17" x 22"
with sturdy tie tapes.
\$5.00 per doz. Write
DEPT. CE for our

NEW FREE CATALOG

SCHOOL PRODUCTS CO.

330 East 23 St., N. Y. 10, N. Y.

values and emphases, surrounded by special interest groups intent on extending pressure to see their own values realized.

A significant contribution of this book is the description of the typical inter-personal relationship configuration likely to occur in any class and the necessity to go beyond a surface sociometric approach in handling problems in child society by probing into the system of values in which children function and by which they assess one another.

In his use of *value orientation* as an instrument for analysis of the school within its sociological framework, Mr. Dahlke has effectively synthesized frontiers of research on one of the major sociological problems of the day.—Reviewed by DOROTHY N. CANDLAND, director of curriculum services, Covina School District, Calif.

SCIENCE IN YOUR OWN BACK YARD.

By Elizabeth K. Cooper. New York: Harcourt, Brace & Co., 383 Madison Ave., 1958. Pp. 192. \$3. In this delightful book for children from one to ninety-nine, the author does an admirable job of dispelling the idea that science is fraught with mystery and magic, circumscribed by test tubes and

understood only by egg-heads. Even the youngest reader can become a scientist by using his five senses to explore his common everyday world. The author expands this everyday world to include discoveries in animal life, fossils, bird life, rocks and earth structure, stars, snakes and other reptiles, plant life, insect life, weather, atmosphere and outer space, and minerals found in the earth's crust.

In a simple and refreshing style, the reader is invited to start his exploration in his own back yard. The author is there on every exploration asking questions to sharpen his perceptions. The reader is permitted to find the answers, but clearly stated factual information and explanations are given when needed. Descriptive drawings and suggestions for simple experiments and ways of classifying collections and specimens give this book a practical "do-it-yourself" approach.

Its greatest contribution, however, is its message that science is for all who have an open mind; an eager, unquenchable curiosity; the ability to see, taste, smell, hear and feel. These essentially childlike qualities are prime prerequisites for scientific discovery and progress.—D.N.C.

Rainbow Rhythm RECORDS

Composed, Arranged and Recorded by
Nora Belle Emerson
Thos. E. McDonough, Jr.

Creative Activities for
Kindergarten
Primary Grades
Exceptional Children

ANIMAL IMITATIONS
ELEMENTAL SKILLS
FOLK GAMES
MIMETICS
RHYTHM STORIES
SONGS

Vinylite Plastic 10" Records—78 RPM

Send for catalogue

Rainbow Rhythms
P.O. Box 608 Emory University
Atlanta 22, Georgia

FOREIGN CHILDREN'S BOOKS

(in their original language)

- SELECTED BY LIBRARIANS EXPERTS IN THIS FIELD.
- FOR SCHOOL AND PUBLIC LIBRARY USE.
- SOLD IN SPECIAL PACKAGES FOR THE LIBRARIAN'S CONVENIENCE.
- BEAUTIFULLY ILLUSTRATED. APPEALING TO ALL CHILDREN AND ADULTS ALIKE.
- INVALUABLE TO STUDENTS OF LANGUAGES.

For catalogs write to:

PACKAGE LIBRARY OF FOREIGN
CHILDREN'S BOOKS
69-41 Groton Street
Forest Hills 75, N. Y.

**A PROJECT SPONSORED
BY A. L. A.**

FACE TO FACE. By Ved Mehta. Boston: Little, Brown & Co., 34 Beacon St., 1957.

Pp. 370. \$4.50. This is one of the most interesting autobiographies one could read. The fact that Ved is blind makes the story even more interesting. Ved's is a three-part story: "Childhood in India," "Problems of Pakistan," and "Life and Education in the United States." Ved's moving story of the problems of a young blind Hindu in a strange land makes this a most interesting tale. His early education, then college, and finally a look forward to what may come make this a worthwhile book for every reader, particularly the handicapped person.—Reviewed by FRANCIS A. BALLANTINE, professor of education, San Diego State College, Calif.

FUN COMES FIRST FOR BLIND SLOW LEARNERS. By Mildred Blake Huffman.

Springfield, Ill.: Charles C. Thomas, 301-327 E. Lawrence Ave., 1957. Pp. 157. \$5.

For years it has been said that multiple handicapped children, particularly those who have a physical defect, plus mental retardation, are and should be considered uneducable.

The author, a classroom teacher, has done an excellent job of describing the very effective procedures she used to teach young blind slow learners. Practical suggestions are presented. The author admits that some children of quite low mentality presented an almost insurmountable problem in education. The book should be both an inspiration and a useful tool for teachers of the blind.—F.A.B.

DEAFNESS, MUTISM AND MENTAL DEFICIENCY. By Louis Minski. New York:

Philosophical Library, Inc., 15 E. 40th St., 1957. Pp. 82. \$3.75. Dr. Minski seems to

be eminently qualified to write on this topic. The title may mislead the reader into believing that the author is writing about an individual with the three handicaps named in the title. On the contrary, the book concerns itself with differentiating between the mental defective and the individual suffering from deafness and mutism. As Dr. Minski points out, the emotional problems accompanying deafness and mutism may often result in the handicapped person appearing to be mentally defective. The reviewer does not agree that for the mental defective "... little or nothing can be done..." However, this book should be of particular value to psychologists, otologists and speech therapists in diagnosing the psychological aspects of the deaf and mute individual.—F.A.B.



AMERICAN *Approved* PLAYGROUND EQUIPMENT

Since 1911 the finest equipment built,
backed by lifetime guarantee against
defective materials and construction.

Write for Literature



BRANCH PLANT AT NAHMA, MICHIGAN

Bulletins and Pamphlets

Editor, HELEN COWAN WOOD

AESTHETIC FORM AND EDUCATION. Edited by Michael F. Andrews. Syracuse, New York: Syracuse University Press, 1958.

These discussions about the importance of the arts in education come from the 1957 Symposium Conference on Creative Arts Education at Syracuse University. The collection is a stimulating examination of the arts as they contribute to growth and learning from the points of view of the sociologist, the psychologist, the philosopher, the educator and the artist. Among the contributors are Laura Zirbes, James L. Mursell, Melvin Tumin and Seymour Robins.—H. C. W.

WHAT DOES RESEARCH SAY ABOUT ARITHMETIC? By Vincent J. Glennon. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N. W., revised 1958. Pp. 77.

\$1. This brings up to date findings of new research since the first edition was published six years ago. With the intense activity and interest in this field, this material will be welcome to the many people working on improvement of arithmetic teaching to keep up with scientific and technological developments.—H. C. W.

JUVENILE DELINQUENCY: RESEARCH, THEORY, AND COMMENT. By Bernice Milburn Moore. Washington, D. C.: Association for Supervision and Curriculum Development, NEA, 1201 16th St., N. W., 1958. Pp. 68. \$1.

What causes juvenile delinquency? What can schools do to help? Every one who has asked himself these questions will be interested in this helpful summary of selected research. At the heart of the material is a section on the principal theories which have been advanced to explain delinquency, "multiple theories of multiple causes." This picture of the complexity of the socio-psychological problems of deviant behavior is essential background for those who would contribute to a more intelligent approach to juvenile delinquency, especially since the factors involved have so often been oversimplified and distorted in community publicity.—H. C. W.

THE PURSUIT OF EXCELLENCE: EDUCATION AND THE FUTURE OF AMERICA. Panel Report V of Special Studies Project, Rockefeller Bros. Fund, America at Mid-

Century Series. Garden City, N. Y.: Doubleday & Co., 1958. Pp. 49. 75¢. Few publications have aroused so much discussion or heated controversy in educational groups as this report. Whether or not you agree with the conclusions and recommendations, you will be provoked into serious thinking about the development of human potential in American schools.

A free society, the report points out, depends for its vigor on the creative individuals who make up that society. Schools must be concerned with the realization of individual potentialities of all people if this nation is to meet the increasing demands for skilled manpower in every phase of its life. The choice is not between quality and quantity—between educating a few exceedingly well or educating a great number somewhat less well. We must do both, for our kind of society calls for maximum development of individuals at all levels.

The report examines the special needs of a modern, complex society for highly trained talent and makes recommendations for the education of our most able youth. Too little attention has been given to unusually talented individuals in our schools, these writers believe. They go on to outline in detail changes they would like to see in the educational program. While many of the suggestions are debatable, the report does a real service by bringing these issues out for examination, at a time when so many school systems are designing programs to care for the special needs of talented youth.—H. C. W.

BOOKS ABOUT PARENTS AND THEIR CHILDREN. By Jean C. Rex with Book Review Committee, Child Study Association of America. New York 21: The Association, 132 E. 74th St., 75¢. A valuable guide that will help parents and professional workers locate quickly the best books on any subject in child growth or family living. Nearly 400 books, most of which were written in the last decade, are evaluated. Titles are grouped under four sectional headings, with an index and Publishers' Directory. The committee's major criteria for including a book was that its content meet the Child Study Association's standards of reliability and soundness. Clarity of style and readability were also considered.—Reviewed by FLORA BAIRD, special consultant in primary education, Public Schools, Modesto, Calif.

FUN AND FESTIVAL FROM THE MIDDLE

EAST. By Joan Rowland. New York 10: Friendship Press, 257 4th Ave. Pp. 43. 50¢.

This bulletin is a rich resource for learning more about people in the Middle East and so feeling more "at home" with them. Chapters are devoted to general background information about the Middle-Eastern area; festivals and special days of separate countries and suggestions on how observance of these days might be adapted to a group in this country; a variety of games played by children of the Middle East; delightful songs and accompanying dances; stories, shadow plays, proverbs and recipes.

While groups of children in school, in clubs and in church would enjoy the information and experiences this pamphlet provides, the vocabulary and the length and complexity of sentences would identify the pamphlet as a resource for the teacher or the group leader. —Reviewed by EVELYN HANSHAW, curriculum director of secondary education, 7-12, Public Schools, Modesto, Calif.

CHILDREN'S SOCIAL LEARNING, IMPLICATIONS OF RESEARCH AND EXPERT STUDY.

By Edna Ambrose and Alice Miel. Washington, D. C.: Association for Supervision and Curriculum Development, NEA,

1201 16th St., N. W., 1958. Pp. 120. \$1.75. "Preparing children for a democratic way of life is no easy task." This statement is made in the bulletin's foreword. After one has studied the material, his impulse is to add, "Yes, it is no easy task, but this bulletin has helped me understand the complexities and has given me the confidence and know-how to attack some of the problems."

Extensive attention is given to: importance of the environment in helping children develop desirable social learnings; importance of identification with people and forces in the community; effect of unwholesome as well as constructive forces. Generalizations are well documented by research studies. In fact the comprehensive reports of expert studies make the bulletin valuable to all educators.

An interesting section on "Social Learning and Needed Research" presents such questions as how best to foster positive social learnings, how to utilize interdisciplinary approaches, and how action research can contribute. An extensive bibliography is included. —Reviewed by AFTON DILL NANCE, consultant in elementary education, California State Department of Education, Sacramento.

TEACHER EXCHANGE OPPORTUNITIES UNDER THE INTERNATIONAL EDUCA-

WHELOCK COLLEGE

1959 Summer Session

June 29 — August 7

Focus on Language Arts

- for children
before they read and begin to read
individualized reading and literature
writing, dramatizing, storytelling
spelling, phonics, grammar
- for teachers
language development and symbolic
process
literature—poetry, fiction, drama
writing—creative and professional

Inter-relating liberal arts and professional education through graduate study

- in courses, seminars, symposia
- with poets, authors, publishers
- on trips to theaters, historical sites, exhibits, museums

For further information, address

Director of Admissions

Whelock College

132 Riverway, Boston 15, Massachusetts

SUMMER SCHOOL

**Bowling Green State University
Bowling Green, Ohio**

First Session, June 15-July 18 (5 weeks)

**Second Session, July 20-August 21
(5 weeks)**

Workshops:

Slow Learner	June 8-26
Social Studies	June 8-26
Kindergarten	June 29-July 17
Speech, Hearing and Vision	June 15-27
School Publications	June 15-19
Reading and Language	
Arts	June 29-July 17
The Gifted Child	June 29-July 17
Mental Hygiene	July 6-18
Arts and Crafts	July 20-August 1
The Teacher and the Profession	July 20-August 1

Excellent Climate, Air-Conditioned Classrooms, Many Recreational Facilities

For information write to

John E. Gee

Director of the Summer School

TION EXCHANGE PROGRAM, 1959-60.

By U. S. Department of Health, Education and Welfare, Office of Education, Division of International Education. Washington, D. C.: Government Printing Office, 1958.

Pp. 36. If you believe education is the most effective means of building a peaceful world, if "Grandma crossed the plains," if the prospect of an hour at an airport puts a sparkle in your eye, if the toot of a train whistle gives you a restless feeling, this is the bulletin for you. Would you like to exchange positions with a teacher from Canada, Cuba or the United Kingdom? Would you enjoy teaching a kindergarten in Indonesia? Descriptions of these and other opportunities for teaching service abroad are set forth. The various types of exchange opportunities listed include interchange, one-way assignments, summer seminars and one-way exchanges from abroad. Basic requirements regarding citizenship, educational training and experience, health and related factors are described. The bulletin also includes information on financial arrangements and where and when to apply.—A. D. N.

CAN OUR SCHOOLS GET BY WITH LESS?

By Research Division, National Education Association. Washington, D. C.: The Association, 1201 16th St., N. W., 1958. Pp.

49. Single copies free. In quantity, 25¢ each with discounts for bulk orders. This careful analysis of the material presented by Roger A. Freeman in his book, *School Needs in the Decade Ahead*, merits the attention of a large group of thoughtful readers. To judge Mr. Freeman's book, which purports to be a factual study of American education, one should understand the point of view which governs the author. Mr. Freeman expresses these beliefs: (1) America's increasing investment in education is unwise national policy; (2) fewer American youth should attend high school; (3) a teacher's productivity is measured by the number of pupils in his class. He also

creates the impression that recent enrollment increases have been exaggerated and that in recent years teachers' salaries have been increasing faster than the earnings of other people.

Can Our Schools Get By with Less? presents well-documented material which squarely meets these and other issues. Mr. Freeman's use of quotations out of context, slanted statistics and research findings are clearly established. This bulletin is useful because it gives a sound and reasoned rebuttal to Mr. Freeman's claims and because it helps the reader understand the nature and purpose of some of the attacks on our public schools.

Required reading for all who believe that free public education of high quality should be available to all the children of all the people.—A. D. N.

HOW GOOD ARE YOUR SCHOOLS? *By National Education Association. Washington, D. C.: The Association, 1201 16th St., N. W. 1958. Pp. 31. 10 for \$1. Reduced price for larger orders.*

This outcome of the thinking of a group of educational leaders and other interested citizens directs attention to significant issues which should be thoroughly discussed by parents, educators and other citizens. A few of the questions are: "Does your school system recognize that children learn at varying rates, in different ways and reach different levels of achievement?" "What proportion of classes have no more than 25 children?" "Does your school program promote pupil initiative and creativity?" "To what extent do teachers seek out the causes of malbehavior?"

Although the bulletin is not a technical or exhaustive scientific instrument for evaluating schools, it can be useful in building understanding of some of the strengths and weaknesses of a local school program. Highly recommended for educators, board members, PTA and citizen groups.—A. D. N.



PACIFIC OAKS FRIENDS SCHOOL

In a friendly and informal setting under spreading oak trees, this small college offers professional preparation for nursery school teaching. Students undertake academic study and supervised experience at Pacific Oaks and in the community of Pasadena. Curriculum is based on direct experience with children, parents, staff and community groups. Two-year undergraduate program, one year graduate program. For catalogue write to the Director of Teacher Education.

714 West California Boulevard, Pasadena, California

NEXT MONTH

May: Living Safely and Healthfully

"New Dangers Need New Knowledges," by Julian Greenlee, Florida State University, Tallahassee, points out some hazards in living safely today. Enlightened people need facts to act upon.

Oliver E. Byrd, M.D., Stanford University, California, writes about the misconceptions which cloud the nature and scope of the "School Health Program."

Bruce L. Bennett, The Ohio State University, Columbus, states, "Recess Is Not Enough." He documents the reasons that physical education should be part of a school day's program.

The mental health emphasis is found in the article, "Psychotherapy in the Classroom," by Robert F. Topp, University of California, Santa Barbara College, Goleta.

Lena Rexinger, Arkansas Polytechnic College, Russellville, asks, "Have we helped children live healthfully and richly this past year so that they can better face tomorrow?"

"All the Kings' Children—and You," by John S. Dickey, Dartmouth College, Hanover, New Hampshire, addresses students about to teach. His recipe for successful teaching experiences is one part teaching and two parts learning; mix well.

"Concerns for Children Are World Wide—In Russia" is by Olga Petokhova, Moscow, Russia.

TEACHER

EDUCATION

SCHOOLS

EARN YOUR M. ED. DEGREE AT NATIONAL

2-Week Summer Term Begins June 8

6-Week Summer Term Begins June 22

Private college with laboratory school. For nursery and elementary school teachers. Graduate and undergraduate credit. Small classes. Coeducational. Summer School and 4-year B. Ed., 5-year M. Ed. Convenient location on Chicago's beautiful North Shore. Write for folder.

NATIONAL COLLEGE OF EDUCATION

Dean of the College 2326 Sheridan, Evanston, Ill.

PESTALOZZI FROEBEL TEACHERS COLLEGE

Founded 1896

Specialized courses in Nursery School, Kindergarten, Primary Education. In addition to regular day classes, evening, Saturday and summer programs are offered. Information on request.

207 So. Wabash Ave. Chicago 4, Ill.

Phone: WA. 2-6781

SUMMER SESSION—JULY 1-28

BANK STREET

COLLEGE OF EDUCATION

M. S. in Education—elementary, early childhood levels
Registrar, 69 Bank Street, New York 14, New York

APRIL 1959

LESLEY COLLEGE 56th YEAR

A nationally accredited senior college for women
TEACHER EDUCATION Four-year B.S. in Ed. Degree course. Nursery School through grade VI. Graduate School confers M.S. in Ed. and Ed.M. Degrees. Four dormitories. Summer Session begins July 6th. Catalogs.

Director of Admissions, Martha E. Ackerson,
29 Everett Street Cambridge 38, Mass.

WHELOCK COLLEGE

B.S. Degree in Education. Four-year liberal arts-professional preparation of teachers for nursery, kindergarten, primary

M.S. Degree in Education. Advanced preparation for positions of educational leadership

Delightful campus life and cultural advantages
Fall, Spring, Summer Sessions

132 Riverway Boston 15, Massachusetts

Teachers College Columbia University

Conference: July 6-17

TODAY'S CHILDREN IN KINDERGARTEN AND FIRST GRADE

for information write—Gwendolyn W. McConkie, Teachers College, Columbia University, New York 27, New York

PERRY NORMAL SCHOOL

Sound training for young women who wish to be effective teachers in nursery schools, kindergarten and primary grades and playground work. Special courses for those with some college or normal school training. Small classes. 2-year diploma. Graduates can obtain a B.S. in Education degree through college credits and Summer School. Founded 1898. Now incorporated not for profit.

Write today for catalog
ROOM 312, 815 BOYLSTON ST., BOSTON 14, MASS.

Over the Editor's Desk

Dear Readers:

It is nearing the time when we must bid some of the Editorial Board members a fond *adieu*. Many of you were present at the Editorial Board meetings in St. Louis and gave us staunch support and leadership. For this, your critiques of two years' issues of *CHILDHOOD EDUCATION*, photos and suggestions of authors, fillers, the return of the yearly questionnaire, we are grateful.

The outgoing members of the Editorial Board to whom we bow low and whom we thank are:

Chairman: Alberta Meyer

Books for Adults Editor: Elizabeth Klemer and Committee

Bulletins and Pamphlets Editor: Helen Cowan Wood and Committee

Your burdens have been heavy, but you have carried them unflinchingly. You have earned the high praise of your fellow members of the Board and the readers.

Contributing members leaving the Board are:

Max Berryessa, Grace Dolmage, Eugenia Hunter, Dorris Lee, Elizabeth Lloyd, Charlotte Steinke and Lois Watt. Our gratitude goes to you for fulfilling your commitments. A "thank you" does not mean a dismissal of your interest in *CHILDHOOD EDUCATION*, we hope. We shall avidly look in the mail for continued help from you all.

Although the May issue will contain an Editor's Report, I cannot let this month pass without paying tribute to the authors and artists who, as one reader has aptly stated, "are among the best in American education. If what was presented in these issues (1958-60) were implemented into practice for the twos to twelves we would be well on our way to the Promised Land! Congratulations on the authors you have induced to write for *CHILDHOOD EDUCATION*."

We believe the contributors to our journal, our Editorial and Executive Boards and all

those who have had a hand in the planning of this past year's issues should know that they have succeeded in helping to implement our philosophy as stated in the *Plan of Action*. This same reader states: "I am amazed at the common philosophy which permeates the magazine. I believe any magazine must reflect a well-defined editorial policy—in the case of *CHILDHOOD EDUCATION*, the educational philosophy is consistent. Christensen, Wahlert and Zirbes (bless their sturdy hearts!) put the philosophy in a nutshell in September 1958. Let's stick by it."

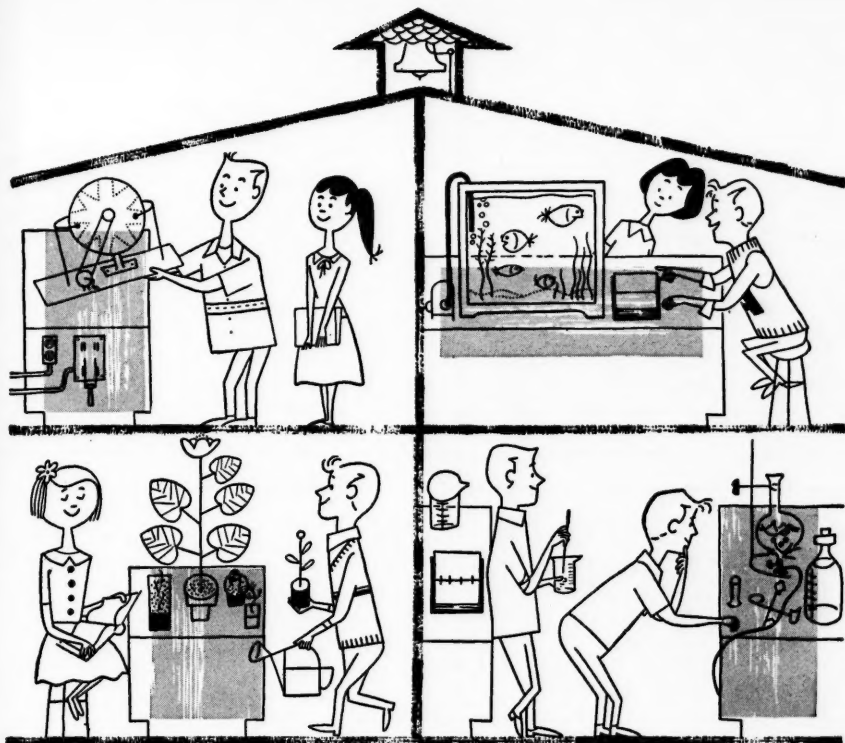
And well we hope to "stick by it," for the incoming Editorial Board chairman (who wrote these words) is Helen Heffernan, chief, Bureau of Elementary Education, California State Department of Education, Sacramento. Others who will help us all "stick by" ACEI's common philosophy for 1959-61 are:

Books for Adults Editor: James A. Smith, director, Teacher Preparation in Early Childhood and Elementary Education, Syracuse University, New York; *Bulletins and Pamphlets Editor:* J. Charles Jones, Department of Education, Bucknell University, Lewisburg, Pennsylvania. *Contributing Members:* Glenn Barnett, professor of education, University of Texas, Austin; Eleanor Burts, teacher, Bronxville Public Schools, New York; Florine Harding, teacher, Oakland Public Schools, California; Lue Grosbeck, music education, Brigham Young University, Provo, Utah; Evangeline Howlette, director, Nursery Foundation of St. Louis, Missouri; Carl C. Shealy, principal, Atlanta Public Schools, Georgia.

Welcome aboard the good ship *CHILDHOOD EDUCATION*! The decks are scrubbed clean; the supplies (content outline for 1959-60) are on board; captain, officers and crew are ready for clear sailing ahead!

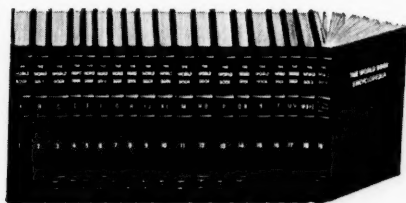
Sincerely,

Margaret Christensen



WORLD BOOK ENCYCLOPEDIA helps you plan a science program

With so much interest and attention today centered on science, World Book Encyclopedia can be an invaluable help to you in planning meaningful science experiences for boys and girls. World Book will add to your own background and give you material for preparing interesting, accurate presentations that will be long-remembered by your students.



Field Enterprises Educational Corporation
Merchandise Mart Plaza, Chicago 54, Illinois

Try this "experiment" yourself: look up "Space Travel" or "Radar" or "Plant," for example, and see how easily and clearly you can present these subjects to your class with the help of the modern, up-to-date World Book Encyclopedia. Be sure to send for the free booklet offered below.

FREE! World Book Encyclopedia service booklet for teachers, "With World Book, Science is Method."



- • • • •
- World Book Encyclopedia
- Dept. 1444 Box 3565, Chicago 54, Illinois
- Please send me your new science booklet for teachers,
- "With World Book, Science is Method."
- Name _____
- Address _____ County _____
- City _____ Zone _____ State _____
- School _____
- • • • •



Eastern Michigan College
Atti: College Library
Ypsilanti, Mich.

*The 1959 revision of
a popular general
service bulletin
is ready*

Children's Books for \$1.25 or Less

is an important guide for selecting the best from a popular source of literature for children.

All children like new books. Inexpensive ones are accessible to them in neighborhood groceries, drug stores and five- and ten-cent stores. Some are excellent—the worth of others is questionable.

Applying standards used to judge the worth of any book for children, a committee under the leadership of Helen T. Suchara, Wayne State University, Detroit, Michigan, has evaluated books for: a good story, material which is factual and accurate, readable type on good paper, color which is tastefully used, pictures which illustrate the text and add to the enjoyment of the story.

36 pages

Price 75¢

Order from

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

1200 Fifteenth Street, N. W., Suite 300

Washington 5, D. C.

